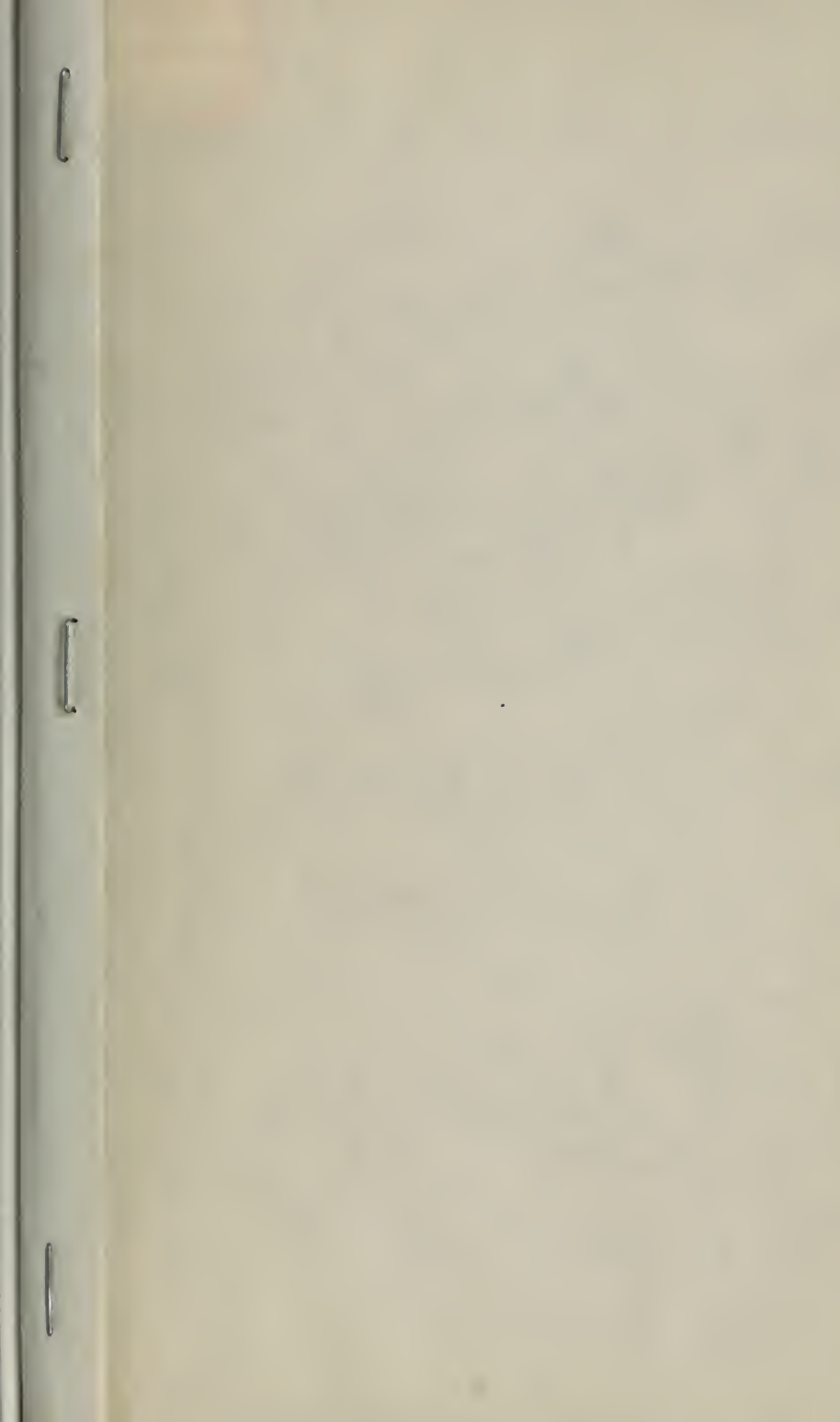
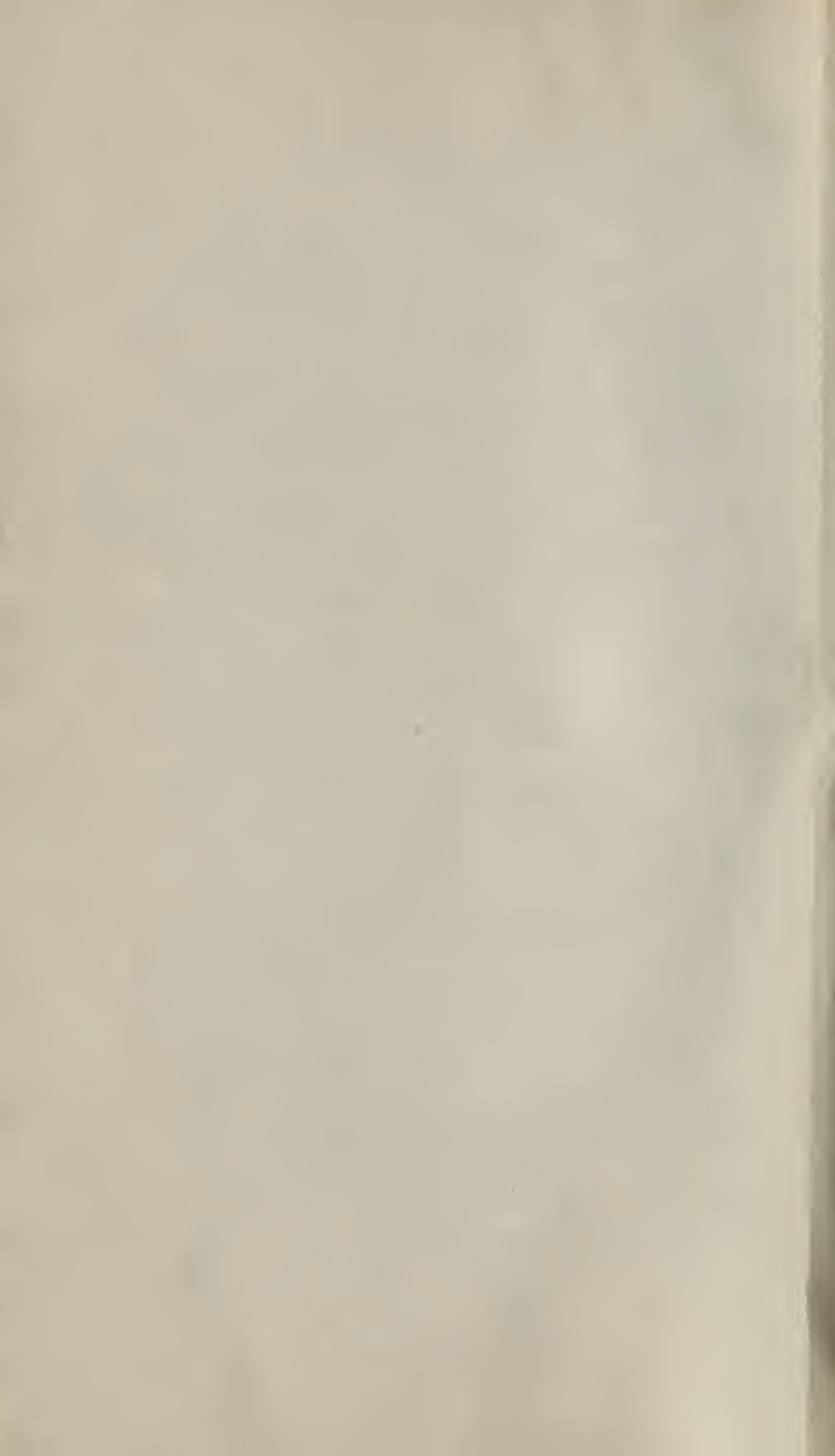


C
C12nH
1914/15-1918/19





C
L12-2H
1414/15

ANNUAL CATALOGUE
OF THE
HUMBOLDT
STATE NORMAL
SCHOOL
ARCATA, CALIFORNIA

1915

U.S. DEPT. OF THE INTERIOR
BUREAU OF LAND MANAGEMENT
WASHINGTON, D.C. 20250

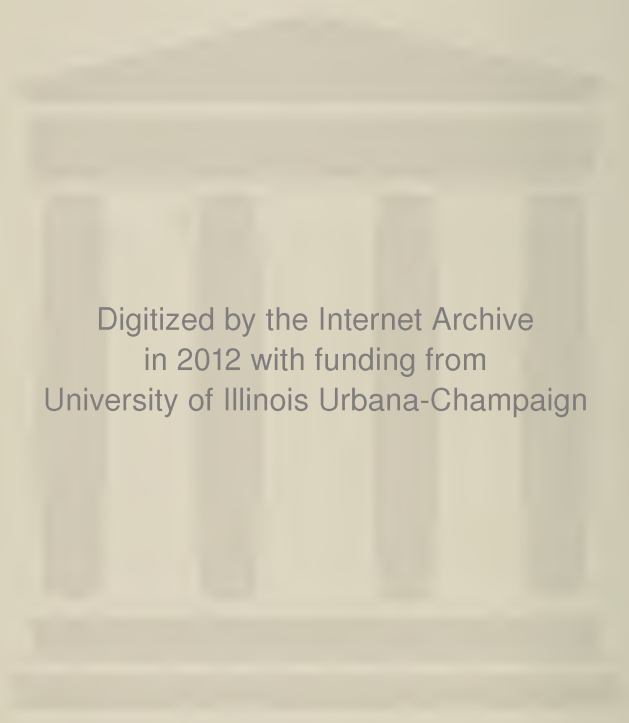
ANNUAL CATALOGUE

OF THE

HUMBOLDT STATE NORMAL SCHOOL

ARCATA, CALIFORNIA

1915



Digitized by the Internet Archive
in 2012 with funding from
University of Illinois Urbana-Champaign

CALENDAR

FOR

1915-1916

General Faculty Meeting....Saturday, 2:30 P. M.,
July 31, 1915.

First Term.

First Term opens.....Monday, August 2, 1915.

First Term closes.....Friday, October 8, 1915.

Second Term.

Second Term opens....Monday, October 11, 1915.

Second Term closes...Friday, December 17, 1915.

Third Term.

Third Term opens.....Monday, January 3, 1916.

Third Term closes.....Friday, March 10, 1916.

Fourth Term.

Fourth Term opens.....Monday, March 13, 1916.

Fourth Term closes.....Friday, May 19, 1916.

BOARD OF TRUSTEES.

Hiram W. Johnson.....Governor of California.

Ex-Officio.

Edward Hyatt
.....Superintendent of Public Instruction.

Ex-Officio.

E. W. Haight, Fortuna.....
.....Term expires August 1, 1918.

R. M. Wiley, Arcata.....
.....Term expires August 1, 1917.

Charlotte Gale, Arcata.....
.....Term expires August 1, 1916.

Henry J. Bridges, Eureka.....
.....Term expires August 1, 1915.

Dr. W. E. Cook, Eureka.....
.....Term expires August 1, 1917.

Officers of the Board.

E. W. Haight.....President.

Charlotte Gale.....Secretary.

THE FACULTY

For

1914-1915 and 1915-1916.

N. B. Van Matre, President.

Scholastic Preparation.

M. C. S. (Master Commercial Science) Dixon College.

A. M. Dixon College.

LL. B. Northern Illinois College of Law.

Doctor of Education, Dixon College.

Extension work, Chicago University.

Teaching Experience.

Special Supervisor of Elementary Teaching, Polo, Ill., two years.

Headship of Special Departments in following High Schools: La Salle, Ill.; Omaha, Neb.; San Bernardino, Cal.; San Jose, Cal.; Santa Maria, Cal.; Eureka, Cal.; extending over a period of twelve years.

Nebraska State Normal School, one summer.

Institute worker, several years.

President of a large private school, three years.

City Superintendent of Schools, Eureka, Cal., one year.

President Humboldt State Normal, 1914.

A. J. Davis.

Scholastic Preparation.

Graduate State Normal Echool, Edinboro, Pa.

B. S. and M. S. National Normal University, Lebanon, Ohio.

A. B. and A. M. Bucknell University, Lewisburg, Pennsylvania.

LL. D. Monongahela College, Jefferson, Pa.

Teaching Experience.

Grade and High School, three years.

County Superintendent, eight years.

Department of Public Instruction, Harrisburg, Pa., four years; an official visitor to the State Normal Schools and the Soldiers' Orphan Schools, during this period.

Organized the Industrial School for Natives at Sitka, Alaska, under the auspices of the Bureau of Education, Washington, D. C.

Taught five years in State Normal School, W. Va. Principal State Normal School, Clarion, Pa., fifteen years.

Humboldt State Normal School, 1914.

Institute worker, several years.

Elizabeth Rogers.*Scholastic Preparation.*

Graduate of Monticello Academy, N. Y.

One year at Drew Ladies' Seminary, N. Y.

Graduate of New York State Normal College, June, 1890.

One session each at Glen Falls, Harvard, and Columbia Summer Schools.

Foreign travel.

Teaching Experience.

Ungraded schools in New York.

Chico, California, State Normal School, 1890—March, 1900.

San Diego State Normal School, 1900—August, 1913.

Humboldt State Normal School, April, 1914.

Institute worker, several years.

John B. Corcoran.*Scholastic Preparation.*

Graduate New York Teachers' Training School.

Graduate Oswego State Normal School, New York.

Graduate University of Chicago. B. S.

Graduate work in University of Chicago, Minnesota State University, and University of California.

Teaching Experience.

Principal Public Schools, N. Y., 1898-1902.

Division Supervisor of Industrial Training, Philippines, 1903-1906.

Foreign travel, 1906-1907.

Head of Department of Agriculture and Manual Training, State Normal School, New Paltz, N. Y., 1908-1911.

Head of Department of Agriculture, Fresno City Schools, 1911-1913.

Head of Department of Agriculture, Fresno State Normal School, 1911-1913.

Principal Citrus Union High School, Azusa, 1913-1914.

Humboldt State Normal School, 1914.

Mildred L. Corcoran.*Scholastic Preparation.*

Graduate Normal Department, Troop Polytechnic Institute.

Graduate work in Columbia University, 1912.

Teaching Experience.

Supervisor of Domestic Art and Domestic Science, Fresno City Schools, 1907-1913.

Head of Department of Home Economics, Fresno State Normal School, 1911-1913.

George C. Ingelow.*Scholastic Preparation.*

A. B. Stanford University.

Teaching Experience.

Rural School, Siskiyou Co., 1908.

Rural School, Riverside Co., 1908-1909.

Intermediate High School, Palo Alto, Cal., 1913-1914.

Rachel Buck Lothrop.*Scholastic Preparation.*

Graduate of University of California with degree of B. L.

Six months' graduate work, University of California.

Work at the University of California summer school.

Studied Music under Thomas Surette of Oxford, one session.

Studied Music under F. E. Chapman, Supt. Music in Public Schools of Cambridge, Mass.

Four or more courses in Folk and Aesthetic Dancing, three sessions.

Private lessons on the violin from the best violinists of San Francisco.

Constant study of the best operatic productions in San Francisco during the past fifteen years.

Teaching Experience.

Seven years in the public schools of Berkeley, with the opportunity to handle music in all the grades.

Three years in the Santa Maria High School, teacher of vocal music, harmony, orchestra and dramatics; also some gymnasium work.

L. Van Anderson.

Scholastic Preparation.

Graduate Irving Institute, San Francisco, Calif.

Graduate Arts and Crafts, Berkeley, Calif.

Experience.

Commercial advertiser and Art Printer covering
a period of several years.

Supervisor of Drawing Training School.

Supervisor of Manual Training, Arcata City
Schools.

Maude Mason Van Anderson.

Scholastic Preparation.

Graduate Irving Institute, San Francisco, Calif.

Graduate Washington Seminary, Washington,
D. C.

Graduate of Hopkins, San Francisco, Calif.

Graduate of Arts and Crafts, Berkeley, Calif.

Nettie S. Gaines.

Scholastic Preparation.

Graduate State Normal, Plattville, Wis.

Special work, University of California, Berkeley,
Cal.

Teaching Experience.

Elementary Schools of Wisconsin.

City Schools of Stockton, Cal., twelve years.

University of California, three summers.

Humboldt State Normal School, one summer.

Extension work, University of California, one
year.

Institute worker, several years.

Author of "Pathway to Western Literature."

A recognized writer and critic.

Jane E. Farley.*Scholastic Preparation.*

Graduate Girls' College, Morgan Park, Ill.

Chicago University, two years.

Graduate Soper School of Oratory, Chicago, Ill.

Chicago Conservatory of Music and Drama, Chicago, Ill.

Studied at various periods for a number of years with such eminent teachers as Mrs. Boworth of Chicago; Emily M. Bishop of New York; Prof. Blanchard and Prof. S. H. Clark of University of Chicago.

Foreign travel.

Teaching Experience.

Rural School, Ill., one year.

Girls' College, Morgan Park, Ill., three years.

Woman's College, Jacksonville, Ill., three years.

Head of Department of Reading, State Normal School, De Kalb, Ill., ten years.

Assistant Director, Cumnock School of Expression, Los Angeles, Cal., two and one-quarter years.

Director Cumnock School of Expression, Los Angeles, Cal., three-fourths of a year.

Institute worker, several years.

Bena K. Hansen.*Scholastic Preparation.*

Graduate State Normal School, Mankato, Minn.

Ph. B. Chicago University.

Graduate work, Chicago University.

Graduate work, Teachers' College, Columbia University.

Teaching Experience.

Seventh and Eighth grades, Clarkfield, Minn., two years.

English and History, High School, Graceville, Minn., one year.

Principal large Ward School, Streator, Ill., one year.

Assistant Principal High School, Austin, Minn., four years.

Head of Department of Education, Principal of Training School and Supervisor, State Normal School, Ellendale, N. D., two years.

Principal of Training School, Walsh County Agricultural and Training School, Park River, N. D., one year.

Instructor Educational Sociology, School Administration, Special Methods, Rural Methods and Rural School Management of State Normal School, Warrensburg, Mo., one year.

Institute worker, several years.

R. L. Jenkins.*Scholastic Preparation.*

Graduate Central State Normal School, Edmond, Okla.

Graduate work, Oswego State Normal School, Oswego, N. Y.

Graduate work, Chicago University.

Graduate work, Teachers' College, Columbia University.

Teaching Experience.

Supervisor Manual Training, City Schools, Os-kaloosa, Io., two years.

Supervisor Manual Training and Art, City Schools, Wallace, Ia., one year.

Supervisor Manual Training, City Schools, Merced, Cal., three years.

Supervisor Manual Training, City Schools, Monterey, Cal., three years.

L. R. Davies.

Scholastic Preparation.

B. S. Wisconsin University, Madison, Wis.

Graduate work, Cornell University, Ithaca, N. Y.

Graduate work, Wisconsin University, Madison, Wis.

Teaching Experience.

Expert Chemist, Wisconsin Sugar Co., one year.

Scientific Assistant, U. S. Department of Agriculture, three years.

State Inspector Dairy Tests for Wisconsin, one year.

Head Department Agriculture, County Training Agricultural School, Marinette, Wis., two years.

Head Department Agriculture, State Normal School, Whitewater, Wis., three years.

Institute worker, several years.

Jennie Carson.

Scholastic Preparation.

Graduate Colorado State Normal School.

Graduate Thomas Normal Training School, Detroit, Mich.

A. B. Teachers' College, Greeley, Colo.

Teaching Experience.

City Schools of Denver, Colo., ten years.
Special Teacher, Ontario, Cal., one year.

Ida A. Felt.

Scholastic Preparation.

Graduate Chicago Athenaeum.
Graduate University of Chicago.
Post-Graduate year University of California.

Teaching Experience.

Ungraded school, Cook County, Ill., one year.
Chicago City Schools, twenty years.
Supervisor State Normal School, Bellingham,
Wash., four years.

W. A. Beer.

Scholastic Preparation.

Graduate State Normal School, Clarion, Pa.
A. M. Monongahela College.

Teaching Experience.

Slippery Rock State Normal School, two years.
Fairmot State Normal School, three years.
Principal of Ward School, Eugene, Oregon, three
years.
County Superintendent of Schools, nine years.
Institute worker, several years.

Virginia C. Bacon.
(Librarian).

Scholastic Preparation.

A. B. University of Oregon.
Graduate Library Service School, Riverside, Cal.
Certificate from Summer School, 1914.
Certificate from Winter School, 1915.

Experience.

Theme reader, Department of English Literature,
University of Oregon, one year.

Instructor in English Literature, University of
Oregon, one year.

Private Tutor, English and Continental Literature,
several years.

Managing Editor weekly paper, one year.

Contributor to various magazines and periodicals.

Riverside Public Library, one year.

Matilda A. Price.

(Secretary).

Scholastic Preparation.

Graduate State Normal School.

Special Commercial Work, one year.

Law Work, two years.

Teaching Experience.

High School Commercial Work, four years.

HUMBOLDT STATE NORMAL SCHOOL.

Historical.

The Humboldt State Normal School was created by an Act of the Legislature during the session of 1913 and approved on June 16, 1913.

The school was actually opened for work on April 6, 1914. The enrollment for the first term was 78. The total enrollment for the first year reached 306, and of this number 150 are in attendance on this, the 10th day of April, 1915.

The daily attendance for the school year of 1915-1916 will be between 225 and 300.

Financial.

An appropriation of \$10,000 was made by the 1913 Legislature. The citizens of Arcata and Northern Humboldt raised an additional \$12,000 to augment the State appropriation.

Legislative Action.

Upon the recommendation of the State Board of Control, the 1915 Legislature appropriated for the Humboldt State Normal \$84,185. Of this amount \$64,185 is for the support during the next two years; \$20,000 for buildings, equipment, etc.

The above appropriation is a recognition by the State of the magnificent showing made, and the thorough and efficient training offered, by this school. The permanent buildings will be started very soon and these are but the beginning of an educational plant, which, when completed, will cost approximately \$400,000.

Site.

A most magnificent site of fifty-one acres has been donated to the Humboldt State Normal School.

Mr. W. A. Preston deeded to the State twenty-five and one-half acres of this land, and the remaining twenty-five and one-half acres were deeded by the Union Water Company, the personnel of which is Mr. N. H. Falk, President; Mr. Len Yocum, Secretary and Treasurer; Mrs. Arthur W. Way, and Mrs. Kate L. Harpst, Directors.

The beautiful site is located on a plateau in the foothills just at the edge of Arcata, and the permanent buildings will be situated within twelve blocks of the Plaza, the center of the town.

This Normal tract is bordered on the East and North by a range of mountains. No grander view could be secured from any site in any land. Looking South and West, one first beholds beautiful Arcata, known as the "White City". Next in the line of vision is Humboldt Bay, covering an area of about twenty-eight square miles, the best harbor between San Francisco and the Columbia River; then for several miles, the peninsula separating the bay and the ocean, and lastly, the Pacific Ocean in majestic grandeur. The ocean vessels can be seen as they cross the bar into Humboldt Bay or pass out on their way to Portland or San Francisco, and one can hear very distinctly the roar of the ocean, and the beating of the surf.

Arcata.

The City of Arcata, situated on the north shore of Humboldt Bay, is today attracting more attention than any other city in Northern California. One at

all acquainted with the unique situation of this charming city of three thousand, would find no difficulty in assigning the reason for this.

Travelers who for the first time set foot in "The White City of North California" speak of the neat, trim houses so largely finished in the clean color which has given Arcata her name. Inevitably they grow enthusiastic over the happy conception which located this city on a gentle declivity, backed by the ever-verdant slopes of an imposing mountain on the east, while southward lie the calm waters of land-locked Humboldt Bay, and on the west the majestic Pacific Ocean, reached after a brief drive through the fruitful dairy farms which are a feature of the famous "Arcata Bottom."

In situation and climate Arcatans justly feel that Nature has bestowed gifts upon them with a lavish hand. Starting from Arcata, a series of splendid drives by auto have been arranged, drives leading in the course of a single day through a lovely valley, up over a mountain ridge two thousand feet high, down through natural groves of splendid oak and madrone, and underneath avenues of noble redwoods where the busy lumberman may be seen at his work. Excellent trout fishing, recreation on the sea-beach, drives along rocky cliffs, with the white surf on one side of the highway, and vast redwood forests on the other—these are some of the natural attractions which are tending to make Arcata an ideal home city.

There are beautiful scenic drives about Arcata and many are the opportunities for recreation afforded by mountain, lake, river and ocean. Arcata possesses many thriving churches, excellent schools,

a free library, a natural park and a beautiful plaza, city water, electric lights, a modern sewerage system, all the leading lodges, well furnished stores—in fact all that goes to make up a modern city.

Environment.

No city anywhere can boast of a better or more wholesome moral environment than Arcata, the home of the Humboldt State Normal School.

The greatest possible attention is given to the moral conditions of the school and also to the moral conditions of the homes and communities in which the students live.

Young men and young women are as well protected in Arcata and the Humboldt State Normal School as they would be in their own homes.

Climate.

The climate of Arcata and the Humboldt Bay region is ideal for school work. The summers are never so hot as to be depressing or enervating. The average summer temperature is 55° which of itself says that it is pleasant, delightfully cool, and invigorating. The average winter temperature is 47°, with an average rainfall of about thirty-two inches. The winters are equally as pleasant as the summers. It never gets so cold as to be uncomfortable and the greater part of the winter is beautiful, sunshiny weather with just enough invigoration in the atmosphere to keep a person mentally keen and alert.

Aims and Purposes.

The aim of the school is distinctly professional. Normal Schools are maintained by the State in order

that the children in the public schools of the commonwealth may have teachers of superior ability.

The school offers a complete course of academic instruction; a definite and comprehensive development of the vocational side; and also, a thorough professional training.

All of the subjects of the elementary curriculum are given a very careful content review with particular reference to the logical development and the psychological application of the principles involved.

A Real Normal School.

A modern, up-to-date Normal School provides four distinct lines of work:

1. A thorough review of all the subjects taught in the common schools.

2. Thorough and adaptable courses in Educational Psychology, Educational Sociology, Pedagogy, and Methods and School Management.

3. Complete and comprehensive vocational courses in Agriculture, Horticulture, Domestic Science, Manual Training, and Music, conducted in such a manner that the information and knowledge gained can be directly applied by the individual for the betterment, contentment, happiness, and up-building of the community in which she resides.

4. A very careful, systematic study of the workings of a school system, with constant observation and the greatest possible amount of successful practice teaching in a well organized Training School.

The Training School is the laboratory of the Normal School. Here all professional instruction received in the Academic, Vocational, and Pedagogi-

cal Departments may be crystalized into experience and skill.

In the Training School the student-teacher has an opportunity to begin her teaching under the direction of a judicious and sympathetic supervisor. Thus she is enabled to avoid the mistakes of the untrained teacher and to establish good and correct methods of instruction and government.

The supervisors of the Training School are selected because of their special fitness for directing the work of the students and teachers in their respective lines. Nothing is done that in any way tends to hamper the individuality of the teacher. On the contrary, every effort is made to give full play to the teacher's originality. The definite plan is to develop responsibility, resourcefulness, and adaptability.

Admission Requirements.

Two-Year Professional Course.

1. Good moral character.
2. Seventeen years of age.
3. Such a person as, if of proper age, would be admitted in the public schools of the State.
4. Graduation from an accredited High School.
5. All applicants for admission must sign the following declaration:

"I hereby declare that it is my purpose in entering the Humboldt State Normal School to fit myself for the profession of teaching, and that it is my intention to engage in teaching in the public schools of this state or in the state or territory where I reside."

One-Year Course.

- 1-3. Same as in Two-Year Professional Course.
4. A California Elementary School certificate now in force and effect.
5. At least two years of successful teaching experience.

Credits.

1. So far as possible full credit will be given for all work done in other normal schools, colleges, and institutions of higher learning.
2. Those who have had two or more years of successful teaching experience can complete the course in one year.

Normal Preparatory Course.

This course consists of fifteen secondary credits, and will require four years of an average student to complete it. General admission requirements to it are as follows:

- 1-2-3. Same as Two-Year Professional Course.
4. Graduation from Grammar School or an examination showing an equivalent preparation.
5. Sufficient seriousness of purpose to guarantee satisfactory results.

Those having had courses of equivalent value will be given advanced standing.

Rights of Graduates.

The rights and privileges of graduates of California State Normal Schools are defined in Section 1503 of the Political Code, the principal features of which are as follows:

The Board of Trustees of each State Normal School, upon the recommendation of the Faculty.

may issue diplomas of graduation to those students who worthily complete the full course of study and training prescribed.

Said diplomas shall entitle the holder thereof to a grammar-school certificate from any county or city and county Board of Education in the State.

Whenever any county or city and county Board of Education shall present to the State Board of Education a recommendation showing that the holder of a California State Normal diploma has had a successful experience of two years in the public schools of this State subsequent to the granting of such diploma, the State Board of Education shall grant to the holder thereof a document signed by the President and Secretary of the State Board, showing such fact. The said diploma, accompanied by said document of the State Board attached thereto, shall become a permanent certificate of qualification to teach in any primary or grammar school in the State.

Graduates of a State Normal School desiring, either immediately or after a few years' experience in teaching, to continue their studies at the State University or at Leland Stanford Junior University, may enter either of these institutions with advanced credit. To obtain this credit it is necessary to present with diploma of graduation a special recommendation from the Normal School Faculty.

If the normal graduate has the required prerequisites he will be given one and one-half years' University credit.

Employment for Graduates.

While this school does not agree to secure positions for its graduates, it will put forth its very best efforts to see that they are fitted into the State school system where they can render the most efficient service.

Expenses.

Tuition is free.

Each student furnishes her books, except the State text books, which may be secured from the library. Total cost of books for two years will be between \$20.00 and \$25.00.

A fee of \$1.00 per term is charged for Domestic Science, Manual Training, and Elementary Manual Training.

A diploma fee of \$2.50 is charged at the time of graduation.

Board and rooms can be had at from \$20.00 to \$27.50 per month. Rooms for light housekeeping can be rented at reasonable rates, making the average cost of living expenses from \$12.00 to \$15.00 where two or more students live together. All homes offering board, room, or housekeeping rooms must be approved by the school management before students are permitted to make definite arrangements.

Loan Fund.

A small loan fund is at the disposal of the school to assist worthy needy students, enrolled in the Two-Year Professional Course in meeting their necessary expenses.

Cost of Graduation.

The expense connected with graduation is very small. The second term of Domestic Science is

given during the last term of the senior year and the sewing class devotes whatever time is necessary to the making of graduating gowns. Each student is limited to an expenditure of \$5.00 on her gown and when finished, it must represent her own work.

Lyceum Course.

During the past year two exceedingly fine entertainments were given and for the year 1915-16 a Lyceum Course of five numbers will be given. The entertainments are of such a character as to be uplifting and inspiring. They are not given as a money-making proposition, but it is intended that they shall be self-supporting. The real purpose of the course is to offer very high class attractions of great refining and cultural influence at such a price that every student will attend and make her life richer for having done so.

Athletics.

About thirty-five fine, clean, young men, such as associates as you would want for your sons and daughters, are attending. During the spring term a baseball team was organized. Encouragement will be given every form of clean, wholesome athletics among both the young men and young women.

Registration.

With the enlarged faculty, new buildings and equipment, it will be possible to accommodate one hundred more students beginning August 2, 1915.

Students will be accepted in the order in which their applications are received.

All applications should be sent in for approval sufficiently early to enable the candidate to receive

notice from the school of her acceptance or rejection before leaving home for Arcata. Any application blank may be used.

Call on your High School Principal or write President N. B. Van Matre, Arcata, Cal., for application blank.

Music.

In addition to the regular courses in music a very large choral organization is maintained. This organization will have from one hundred to three hundred voices. In addition, there will be single and double quartets and glee clubs for young men and women. There will also be mixed quartets and mixed glee clubs. A large instrumental musical organization forms an important part of the school activities. Instruction is given on all wind and string instruments. The following is a list of instruments now in use.

10 guitars	2 violas
8 mandolins	2 pianists
3 ukulele	2 cornets
1 double-bass	1 horn
2 cellos	1 flute

40 violins

Those who have never taken music lessons are given an opportunity to take up both the vocal and instrumental music from the very beginning of the subject. Those who have preparation are put in advanced sections. A special guitar and mandolin club will be conducted in connection with the instrumental department.

Dramatics.

During each year one or more of the best dramatic productions are staged. The participants are selected by try-outs.

Operas.

The music department will give one or two operas each year and at least one big concert. The opera "Pinafore" was very successfully presented this year.

The participants are selected from the choral and instrumental organizations.

Two-Year Professional Course.

JUNIOR YEAR

Junior A

Educational Psychology I.
Manual Training I.
Content Review History.
Content Review Grammar
and Composition.
Content Review Geography.
Physical Culture.
Observation.

Junior B

General Science.
Content Review Arithmetic.
Manual Training II.
Pedagogy I.
Teaching and Method.

Junior C.

Educational Psychology II.
English Literature.
Music I.
Agriculture I.
Teaching and Method.

Junior D.

Pedagogy II.
Drawing I.
Nature Study.
American Literature.
Teaching and Method.

SENIOR YEAR

Senior A.

Domestic Science I.
Horticulture I.
Elementary Manual Training.
Story Telling and Primary Literature.
Teaching and Method.

Senior B.

Educational Sociology I.
Oral Expression.
Agriculture II.
Hygiene.
Teaching and Method.

Senior C.

Educational Sociology II.
Horticulture II.
Penmanship and Bookkeeping.
Drawing II.
Teaching and Method.

Senior D.

} School Administration.
} Western Literature.
Domestic Science II.
Western History.
Music II.
Teaching and Method.

Each student is given an opportunity to take vocal and instrumental music in addition to the regular course.

One-Year Course.

Senior A.

Educational Psychology I.
Pedagogy I.
Elementary Manual Training.
Physical Culture.
Teaching and Method.

Senior B.

Educational Psychology II.
Pedagogy II.
Nature Study.
General Science.
Teaching and Method.

Senior C.

Public Speaking (Educational Sociology).
Agriculture I.
Manual Training.
American Literature.
Teaching and Method.

Senior D.

Hygiene.
Music.
Drawing.
Horticulture I (Story Telling).
Teaching and Method.

Course of Study for the Preparatory Department. Required Subjects.

English	3 years
History	3 "
Algebra.	1 year
General Science	1 "
Agriculture	1 "
Music (Instrumental and Vocal)	1 "
Physical Culture.. (1 credit)	2 years

Optional List

(From which four credits must be selected.)

English IV.	1 year
Bookkeeping	1 "
Music (Instrumental and Vocal)	2 years
Drawing	2 "
Horticulture.	1 year
Geometry }	1 "
Economics }	
Physical Culture (1 credit)	2 years

The Training School.

The Training School is composed of the first eight grades of the city school system, each class being limited to twelve children. As soon as possible an ungraded class with a maximum of twenty pupils will be added.

The course of study in each subject is prepared by the supervisor, subject to the approval of the President of the Normal School and the Principal of the Training School.

Every candidate for graduation, except certificated teachers having two years' experience, is required to observe the work in the Training School one period daily for ten weeks. She then begins her work in teaching, carrying one period for seventy (70) weeks. At the end of her course her record must show seventy weeks of successful and satisfactory teaching.

It is the purpose of the school to change the subject and the grade in which the practice is done every ten weeks, thereby affording the Normal School Students an opportunity to teach every subject while she teaches but one subject in each grade. The course in methods, and observation of the work in other grades, should prepare her to work successfully in any grade.

Educational Psychology I.

Psychology may be said to be the connecting link between the basal and professional subjects in the teacher's course.

Ten weeks' time is given to the introduction to the course in Psychology. The thinking process is

emphasized without, however, isolating the feeling and willing phases of consciousness. The unity of these three phases is pointed out, as is also the functional unity of the child's thinking as compared with that of the adult.

The diversity in the elements of technique in the thinking process of the child and the adult respectively, is made clear and the implications to the teaching process are shown.

Educational Psychology II.

The second course in Psychology is given after the student has had at least one term's work in the Training School in order that the practical experience attained there may be of service in making conscious to the pupil-teacher the application of the psychological principles through practice in the teaching process. General principles are reviewed and the scope of the subject is enlarged so as to cover a wider field of Educational Psychology and its application both to Management and Method in the schoolroom.

Pedagogy I.

Like Psychology, Pedagogy is given in two courses of ten weeks each.

Education as a professional study and practice has: (1) a theory of aims, values, and content; (2) a theory of instruction and training; (3) a theory of management and control; (4) a history; (5) a technique of practice. The efficient teacher must: (1) know the end she is striving to achieve and what the values of the various studies are in ministering to the achievement of that end; (2) know the

principles of efficient instruction and the development of character; (3) know how to manage a school economically as regards time, energy, and health, and how to co-operate intelligently with her professional superiors and with the community; (4) understand the historical development of her calling; (5) possess trained skill in applying the facts and principles involved in the various topics she is, or may be, called upon to teach.

The subject that deals with the aims, values, and the content of education is usually called "Principles of Education". This subject gets its data chiefly from Biology, Sociology, Psychology, and Ethics, and tells us of the biological basis of education, of the place that education does and should hold in society, of the end that it is trying to achieve, of the elemental values that are used in the selection of subject-matter, and of the essential content and significance of the curriculum. It is the broadest and most unifying subject in the teacher's professional course.

Pedagogy II.

The second ten weeks' course consists in a review of the essential points involved in the first course, but is approached from a slightly different viewpoint, and a more detailed account is given of the methods of transmitting the varied experiences of the race that are of value in the present environment.

Educational Sociology.

This subject gives a view of what education has been in the leading nations and epochs of the past; what aims and methods have been dominant and why; what have been the causes of success and fail-

ure; and how the present problems, aims, and practices of education have come into existence. It gives a common historical background to the profession, thus adding conventional elements to the teacher's life, and ministering to the social consciousness and professional spirit of the group. Leaders like Socrates, Pestalozzi, and Horace Mann serve as an inspiration to all who make their real acquaintance. Educational values and practices are seen not to be absolute and fixed, but relative to the social and practical life of the times, although the underlying principles are ever the same.

This subject aids in selecting successful, and discarding unsuccessful, methods; and it helps in understanding a variety of pending problems that cannot be understood nor managed without a knowledge of their historical origin and growth. Such problems are the doctrine of formal discipline, the relation of interest and effort, the teacher's attitude toward the child, and the place of the different subjects in the curriculum. In fact, Educational Sociology is the interpretation of public education from the standpoint of social needs, social conditions, social experiences, and social traditions, using historical, comparative, and observational methods.

Manual Training.

Training in processes of elementary wood-working, involving common wood-working tools. Care, sharpening, and correct use of common tools.

It is intended for training teachers to become teachers of wood-working in elementary schools, and for those wishing to enter the wood-working trades. It affords acquaintance with working draw-

ings, tracing, blue-printing, and the designing of useful exercises appropriate for the home, school, garden and the farm.

An effort is made to adapt the problems to the locality, to the student's needs, and all exercises will be as finished and as complex as the individual student's ability will admit.

Some fine chairs, tables, stools, chests, desks, racks, picture frames, and other useful things are designed, made, and finished. Construction of forms and molds for concrete work is taught and the making of such exercises as watering-troughs, posts, flower-pots, feeds, etc., useful around the house and on the farm.

Advanced courses will be given to those who may desire it, both in wood-working, turning, cabinet-making, and the mechanical drawing necessary to go with this work.

Nature-Study.

This course will deal with concrete materials adapted to local conditions and entirely within range of the pupils in the grades; drawn from the city and country houses, gardens, forests, and farms.

Calling things by their common names so as to be on speaking terms with them and caring for a small garden will be the object for nature-study in the first three grades. Recognition and seasonal aspects, adaption to environment, life histories, and the planting and care of a school and a home garden, both flower and vegetable, will be the main objects for work in the second three grades. Work for the seventh and eighth grades will take up the economic side in addition—how we can help things

and in return get help. To reverse this order or confuse it is to invite failure.

This course is especially designed to fit for teaching nature-study in the grades. To be able to do this, teachers should know the common wild flowers by name, the weeds, cultivated flowers, birds, insects, trees, and shrubs; should know the A. B. C.'s of landscape gardening; how to prepare a garden; to plant trees; make cuttings; select varieties; test seeds; grow flowers and vegetables, and should have a large stock of first-hand information; and in addition to that, methods to enable the children to find out or investigate for themselves.

Telling is not nature-study, and unless teachers have learned to investigate and work with the out-of-door-world, the work that usually is so-called is little other than oral expression.

Agriculture.

Crops.—Structure of farm seeds and grains; seed testing; kinds; time of planting; periods of growth and means of harvestry.

Soils.—Kinds; structure; tillage; composition; improvement; moisture; temperature; wind-breaks; air of soil; drainage; use of lime, fertilizers, and other means of making soils productive.

Live Stock.—Study of leading breeds of horses, cattle, sheep, swine, and poultry; their development, perfection, leading characteristics and ready knowledge of their adaptability.

Feeding.—Principles of nutrition; various systems of feeding; Babcock test; methods of handling.

Housing.—Methods of yarding; ventilation and light in stables; interior arrangements, etc.

Judging.—Basic principles of stock judging and practice upon various animals at hand.

Forestry.—Its application to agriculture.

Botany.—Common weeds of locality; structure of flowers; habits, and methods of destruction.

Entomology.—Common insects; recognition; harm done; means of destruction.

Farm Mechanics.—Use and care of tools; farm buildings; simple work in concrete.

General Science.

This course deals largely with Physical Sciences to supplement the Natural Sciences of Agriculture, Nature-Study, and Horticulture, found elsewhere in the curriculum. Astronomy, Geology, Physical Geography, Physics and Chemistry, will be taught from the viewpoint, in so far as possible, of local problems and environment.

Horticulture.

Propagation.—Separation and division; layerage and cuttage; grafting and budding; trimming and setting; healing and the use of the cold-frame.

Orchard.—Choosing right soil; drainage; protection; square system; alternate and hexagonal systems; varieties; market varieties; home use; importance of buying stock from nearest reliable nursery; preparation of soil; cover cropping; planting; initial pruning; spur, whip, and stub system; small fruits, varieties and characteristics.

Plant Physiology.—Parts of a tree and its functions; results of good and poor pruning and trim-

ming; plant diseases and pests, treating them as they appear, and studying their life histories. Different sprays and how to prepare them. Resistant stock; heredity; environment and ecological factors of value to this locality.

It is intended to have this work actually carried out by the students in a nursery prepared and cared for by the pupils on the school grounds and near by orchards and farms.

Art.

The aim of the work in this department is to give to the students a clear understanding of the fundamental principles governing Art in all its many applications. Thus their initial work establishes a standard for the appreciation of beauty which gives a definite ability, not only to recognize the good in Art, but also to criticise intelligently and say why it is good. The ability to criticise fairly, to say how to remedy faults, and to state reasons for excellence, is most necessary to an art teacher; exercise in class criticism is maintained throughout the work.

The technical knowledge gained in this theory and practice of fundamentals furnishes the student with a basis upon which to build the finished structure of her artistic education through her own experience and that of others. It makes her able to choose intelligently the methods and problems that best fit in with her circumstances, according to individual artistic taste and talent. Highest standards of work are maintained.

Art. I. Design.—Design is the basic element of all creative work. Problems designed to give thorough understanding of harmony, rhythm, balance in

line, tone and color, cultivate the student's individuality and originality. Results are obtained through a series of related problems dealing first with the abstract units in border and pattern and later with conventionalized plant and animal motifs in surface ornamentation. The subject of color is treated thoroughly, theoretically and practically, in its various aspects of harmony, value, balance, etc.

Lettering is considered a very important study for the teacher. The subject is handled from the professional standpoint of typography and printing. Class work is augmented by study of text books, outside reading, etc.

Art. II. Drawing and Technique.—Accuracy of representation and technique of various mediums are the aims. A correct appreciation for form is given thorough practice in mass drawing with brush and charcoal. Upon this fundamental feeling for form is then developed a true appreciation for outline. Mediums employed include wash, charcoal, crayon, and pencil. Perspective is treated from the technical standpoint.

Emphasis is placed upon composition and the pupil seeks in every problem to make a pleasing composition, not only of the study itself with relation to border outline, but also in the placing of the whole upon the paper with regard to title and signature.

Picture study includes both the old masters and contemporary artists. The story told by the picture is dealt with first, and then the composition and handling are criticised and a study is made of the characteristics of technique that are peculiar to the artist.

Illustration is touched upon briefly in its more important aspects. Outside reading in art criticism and history is encouraged.

Elementary Manual Training.

The aim of the work in this department is to give the students an insight into the problems, materials, etc., which best bring out self-expression in the child from the First to Sixth grades.

The course includes paper and cardboard construction, paper cutting (silhouette story-telling), raffia and reed work, hand-loom weaving, and clay modeling. As each problem is taken up the method of giving it to the children is explained and notes taken. The importance of correlating the handwork with other subjects is emphasized.

School Law and Administration.

The school laws of California are very carefully analyzed. Much time and attention is given to general school management, involving questions of discipline, interest, responsibility, and the teacher's duty to her school and to the school community.

English Literature.

A well directed reading course with criticism and discussion of books read. Although a vast amount of literature has been presented up to the present, now is the time when much care must be exercised in making such selections as will inspire and lead to richer fields.

American Literature.

In both of the literature courses the prime object is to make such selections and so to conduct the work

as to create a love for that which is best. The inspiration secured from such a course should be lasting and of great value. This course emphasizes the selection of the best current books and magazines.

Western Literature.

A general survey of California's literature is made and the most important productions are studied. Great emphasis is placed upon the importance of teaching the children of California the wonderful literature of their own state.

Story-Telling and Primary Literature.

In the days of old, story-telling was the chief entertainment of court and palace. Then strong men and brave deeds were celebrated in lines that thrilled to renewed action. The days of Homer and of chivalry are past, but the story-teller's art still lives and is today consciously used as a means of power. It is through the story that the mother ushers her children into the "land of faery." In the school and library, the story is one of the most natural and effective means of presenting moral and ethical truths, of making history live again, and of developing the child's love for good literature. In the Sunday school, for the purposes of moral and religious education, story-telling is the very foundation of the teaching. In the social gathering, the story-teller enthralls the listener as in the days of Odysseus, and no less in public address and in daily conversation is the story still a means of power. The course in story-telling includes principles and material that touch all these varied phases and is planned to meet the interests of the mother, the

teacher, the librarian, the public speaker, and the entertainer. The following outline is suggestive of the work given:

Topics of Discussion.—Educational value of the story; fundamental characteristics; story-interests of various periods of childhood and youth; how to use stories; sources and comparison; adaptation; how to tell the story; individual practice with criticism.

Material.—Fairy-tales; hero-tales; myths and folk-tales of various peoples; holiday stories; Bible stories; fables, nature and animal stories; humorous stories; stories from history; dramatic stories; stories of present social interest; symbolistic stories.

Music.

The work in the Music Department is planned especially to meet the needs of teachers. A broad knowledge of the subject matter and ample practice in teaching this branch of school work are absolutely necessary if one is to attempt to teach music. Real success can only be achieved when the teacher's superabundant enthusiasm and love of the subject fills the class with a live interest in every song or exercise, thus procuring the sweet responsive tones which are far more important than mere technical knowledge. To meet these demands the following courses are offered:

Music I.

Chorus work familiarizes the students with the best of music, while quartet work, a glee club, the presentation of weekly programs, and an opera given once a year stimulate interest. Practical

breathing exercises, voice work, individual instruction in tone placing, ear training, sight reading, the rudiments of harmony, and the history of music and musicians give the student the required theoretical knowledge. The student orchestra, composed of over sixty pieces and comprising all the string instruments, flute, clarinets, cornets, horns, etc., has been conducted along conservatory lines, the students knowing nothing about their instruments until they entered the course.

Music (Methods) II.

A study is made of the kinds of music to be presented in each grade and the method of presentation is both discussed and illustrated. In connection with this course, the students teach music in the Training School and receive constructive criticism and advice.

History.

Western History.—This is a course in the history of the discovery and development of California, based on Hunt's short book, "California, the Golden." One of the most important features of the work is the preparation by each student of an original paper based upon research in source materials. In 1914 a number of exceedingly interesting papers were written by the members of the class, founded upon the experiences of local pioneers of the days of '49. These papers are preserved in the library of the Normal School, and will in time constitute a valuable collection of source records.

Physical Training.

As no teacher can do good work without health, this course aims to strengthen the student, to teach

the proper care of the health, and to give the future teacher the knowledge of how the physical development of the child can best be advanced.

Breathing, correct sitting, standing and walking, marching tactics, rhythmic movements, apparatus work, folk and aesthetic dancing, games, together with much experience in the conduct of gymnasium classes under supervision, complete the course.

Oral Expression.

Throughout the country the more advanced educational institutions are beginning to realize that oral expression is the most important part of English work. Correct language, clear enunciation, an expressive and well modulated voice are marks of culture, whether in the schoolroom, on the public platform, or in our intercourse with the world at large.

In connection with this course, plays are presented which offer excellent drill in English and give the students ease of manner before a large audience.

Hygiene.

"Health is not the end of life nor education, but is an essential condition for the realization of worthy ends in the career of the individual."

Even the child has no interest in health as an end. Instruction in hygiene is often too theoretical, too little related to and judged by the conduct of the pupils. Too much attention is given to disease and not enough to health. Mere children are often instilled with unwholesome fear by presentation of pathological effects of narcotics, alcohol, and germs.

It is evident that work in hygiene should deal

more with the creation of habits than with the gaining of information; that it should have more to do with the practical facts relating to food, fresh air, bathing, exercise, self-control, work and play, than with the mechanism of respiration, or circulation, or structure of nerves and bone. It should deal more directly with environment than with the individual; more with the present than with the future; more with the good effects of hygienic habits than with the ill effect of unhygienic ones; and should result in the formation of habits the child can carry from school into the home and street.

With these views in mind, this course is prepared to give such method and instruction as will prepare teachers for the work in the eight grades. It is planned to consider fundamental facts concerning the structure and functions of the human body in relation to health and general efficiency; influence of hygienic living upon physical well being, conduct, and character; ethical and economical aspects of hygiene; information and practical work in treatment of simple emergencies, and first aid work, and caring for the sick when the services of a professional nurse are not required.

Under Sanitation the course includes a brief consideration of the following topics: Sanitary home and school: location, construction, plumbing, drainage, water supply, heating, ventilating, lighting, furnishing; Sanitary control of food, air, and water; Disposal of garbage and sewage; Effect of environment upon the health in the city and country; and Industrial Hygiene, functions and methods of municipal Health Boards.

Bookkeeping and Penmanship.

The fundamental principles of bookkeeping are given and developed through a graded series of exercises involving both single and double entry.

It is not the object of this work to make professional bookkeepers, but to enable those who take it to be able to teach the subject in the grammar schools in such a way that the pupils will be able to keep household, farm, and working accounts arranged in a simple set of books which they are taught to balance and close.

The penmanship work is developed by the use of carefully planned exercises and drills in such a manner that the students of the class become sufficiently expert to execute work with rapidity and a considerable degree of accuracy.

Domestic Science and Domestic Art.

The Course in Domestic Science and Domestic Art purposes to train practical teachers in these subjects for the Public Schools. The course naturally divides itself into two phases—Educational and Professional.

Foods and Cookery.

The practical purpose of the course is to show the relation of science and practice, to teach the art of cooking, to develop skill and judgment in the use of materials, and to instill correct ideals of neatness, order, system, and economy.

The following topics indicate the scope of the work:

Food Preparation.—Theory of cooking and application to simple foods; Meats; Vegetables; Cereals; Breads; Cakes; Salads; Pastry, etc. Combination of food materials based on the knowledge of composition and involving a study of chemical and physical changes which occur in cooking. Cooking processes, their relation to different foods. Comparison of methods of cooking and effects on foods.

Food Preservation.—Canning fruits, making preserves, jelly, pickle, experiments with different methods of canning foods.

Study of Menus.—Planned to meet the physiological needs with reference to availability of food in the market, cost of food, and economy in labor.

Invalid Cookery.—Dietetic value of foods.

Economic Consideration.—Avoidance of waste, time, labor, and materials.

Housekeeping.—Planning, equipping, and care of home and school kitchens.

As each new food material is used it is the aim to emphasize the production or manufacture, use, food, and market value; to discuss the different methods of preparing for the table and note the chemical and physical changes by cooking, and the relation of such changes to the processes of digestion and nutrition.

Students in the cooking classes are given opportunities, in a variety of ways, for putting into practice the result of their dietetic and food study. Beside the regular class exercises in cooking, small luncheons and dinners are served each year for

from ten to fifteen people, particular attention being given to securing a balanced relation without losing sight of the necessity for making the meal appetizing and serving it attractively. A definite sum of money is allowed for each plate and this limit must not be exceeded but must provide for everything needed.

Domestic Art.

The sewing courses have a two-fold purpose: (1) To present a systematic and well-developed course of instruction that shall develop skill and judgment on the part of the student; (2) To give a content, from which courses of study may be arranged; to show teaching possibilities, method of presentation and class management.

The course includes practice in hand-sewing, drafting of patterns, and machine work.

Hand-sewing.—Practice in fundamental stitches, basting, hemming, backstitching, hemstitching, featherstitching, darning, patching, buttonholes, sewing on buttons, tapes, hooks and eyes, and the making of many useful household articles; drafting, cutting, fitting, and designing of patterns and crinoline modeling as illustrative of fitting and drafting. All foundation patterns are drafted to measure and fitted.

Plain Sewing.—The use of sewing machine and attachments; application of hand and machine sewing to the following: Cooking uniform, four-piece suit of under garments, and a dress of wash material; all garments made to fit the student and cut from standard patterns when so desired. It is

planned to have the Senior Class make their gowns for graduation.

When advisable under garments are trimmed with art needle work; featherstitching, French knots, scallops, eyelets, French embroidery, crocheting, etc.

In connection with practical work, a brief study is made of the development of the industries pertaining to Household Arts, Weaving, Spinning, and a closer study of the four textile fibers,—silk, flax, wool, and cotton. The study of fibers includes a discussion of each, manufacturing, process of weaving and dyeing, primitive and modern selection of material according to wearing qualities, suitability, cost, etc.

For application blank and any additional information desired, address President N. B. Van Matre, Arcata, Calif.

C
12-2 H
1917

ANNUAL CATALOGUE

OF THE

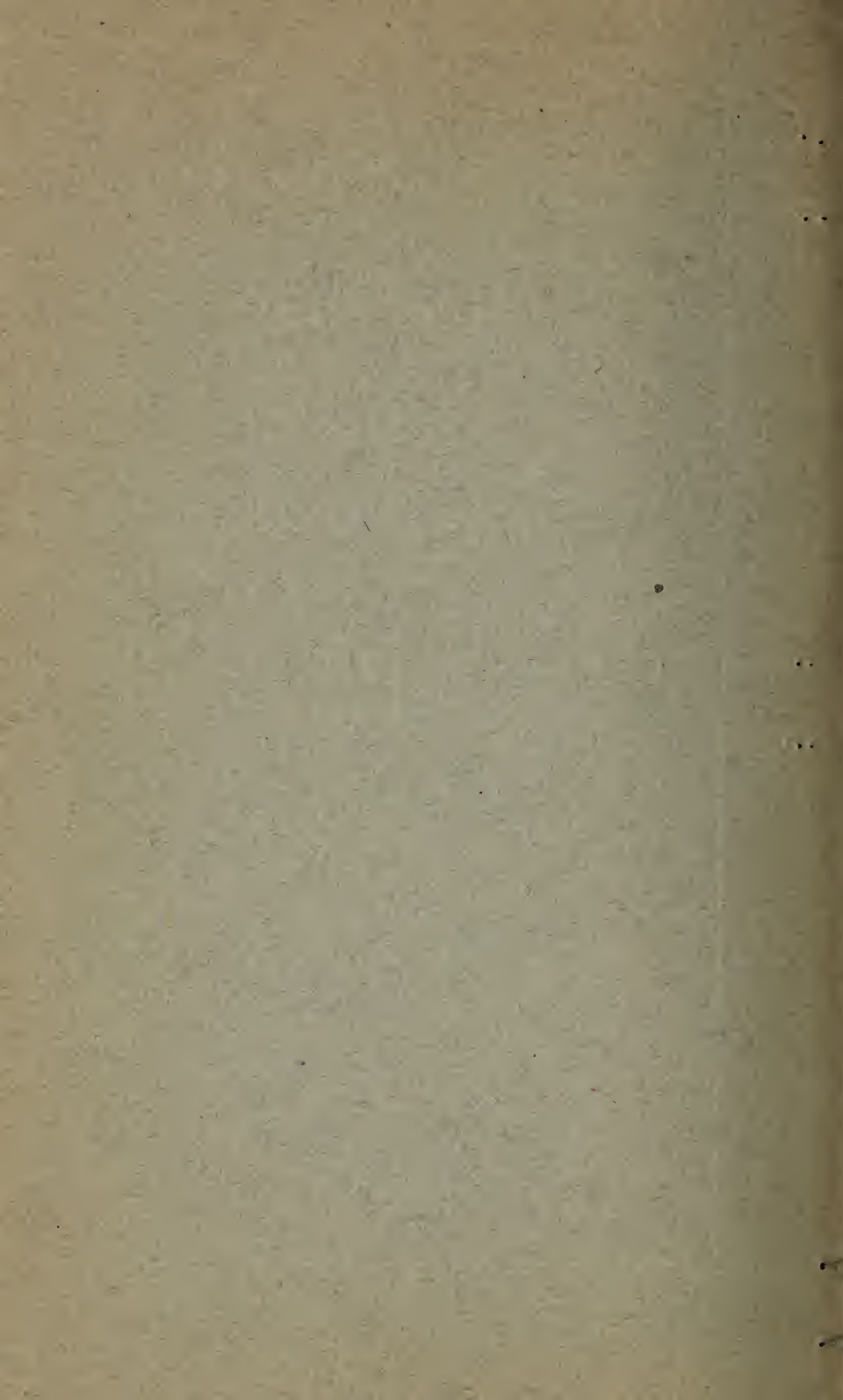
HUMBOLDT STATE NORMAL SCHOOL

ARCATA, CALIFORNIA

Ann ✓

1917

UNIVERSITY OF ILLINOIS
DEC 7 1918
Administrative Library



ANNUAL CATALOGUE

OF THE

HUMBOLDT STATE NORMAL SCHOOL

ARCATA, CALIFORNIA

1917

CALIFORNIA
STATE PRINTING OFFICE
1917

CALENDAR FOR 1917-1918.

CONTINUOUS SESSION.

This school will operate on the continuous session plan, beginning September 3, 1917. It will be in session forty-five weeks each year or five terms of nine weeks each. Four terms of thirty-six weeks will constitute a year's work. The fifth, or summer term, will be exactly like every other term, therefore those desiring to do summer work will get precisely the same training given to students attending the other four terms.

General Faculty Meeting-----2:30 p.m., Saturday, September 1, 1917

First Term.

First Term opens-----Monday, September 3, 1917

First Term closes-----Friday, November 2, 1917

Second Term.

Second Term opens-----Monday, November 5, 1917

Second Term closes-----Friday, January 11, 1918

Third Term.

Third Term opens-----Monday, January 14, 1918

Third Term closes-----Friday, March 15, 1918

Fourth Term.

Fourth Term opens-----Monday, March 18, 1918

Fourth Term closes-----Friday, May 17, 1918

Fifth Term.

Fifth Term opens-----Monday, June 24, 1918

Fifth Term closes-----Friday, August 23, 1918

BOARD OF TRUSTEES.

WILLIAM D. STEPHENS-----Governor of California

Ex officio.

EDWARD HYATT -----Superintendent of Public Instruction

Ex officio.

E. W. HAIGHT, Fortuna-----Term expires August 1, 1918

K. M. WILEY, Arcata-----Term expires August 1, 1917

R. H. EDWARDS, Ferndale-----Term expires August 1, 1916

HENRY J. BRIDGES, Eureka-----Term expires August 1, 1915

ANNA PORTERFIELD, Ukiah-----Term expires August 1, 1917

Officers of the Board.

E. W. HAIGHT-----President

N. B. VAN MATRE-----Secretary

HUMBOLDT STATE NORMAL SCHOOL.

Historical.

The Humboldt State Normal School was created by an act of the legislature during the session of 1913, approved on June 16, 1913.

The school was actually opened for work on April 6, 1914. The enrollment for the present school year will reach 250. The total enrollment to date is 502.

Financial.

An appropriation of \$10,000 was made by the 1913 legislature. The citizens of Arcata and northern Humboldt raised an additional \$12,000 to augment the state appropriation.

Legislative Action.

Upon recommendation of the State Board of Control, the 1915 legislature appropriated for the Humboldt State Normal \$91,285. Of this amount \$66,185 was for its support during the following two years; \$5,100 for training school support; \$20,000 for buildings, equipment, etc.

The above appropriation is a recognition by the state of the magnificent showing made, and the thorough and efficient training offered by this school. The new buildings are completed and have been in use since January 1, 1916.

The 1917 legislature appropriated \$75,360 for maintenance and \$245,000 for permanent buildings. Work will be begun on these buildings just as soon as plans can be drawn and contracts let, and in the near future the Humboldt State Normal School will be housed in a beautiful, permanent, modern building, containing every one of the very latest devices for educational purposes.

Site.

A most magnificent site of fifty-one acres has been donated to the Humboldt State Normal School.

Mr. W. A. Preston deeded to the state twenty-five and one-half acres of this land, and the remaining twenty-five and one-half acres were deeded by the Union Water Company, the personnel of which is Mr. N. H. Falk, president; Mr. Len Yocum, secretary and treasurer; Mrs. Arthur W. Way and Mrs. Kate L. Harpst, directors.

This beautiful site is located on a plateau in the foothills just at the edge of Arcata, and the permanent buildings will be situated within twelve blocks of the Plaza, the center of the town.

The normal tract is bordered on the east and north by a range of mountains. No grander view could be secured from any site in any land. Looking south and west, one first beholds beautiful Arcata, known as the "White City." Next in the line of vision is Humboldt Bay, covering an area of about twenty-eight square miles, the best harbor between San Francisco and the Columbia River; then for several miles, the peninsula separating the bay and the ocean; and lastly, the Pacific Ocean in majestic grandeur. The ocean vessels can be seen as they cross the bar into Humboldt Bay or pass out on their way to Portland or San Francisco, and one can hear very distinctly the roar of the ocean, and the beating of the surf.

Arcata.

The city of Arcata, situated on the north shore of Humboldt Bay, is today attracting more attention than any other city in northern California. One at all acquainted with the unique situation of this charming city of three thousand, would find no difficulty in assigning the reason for this.

Travelers who for the first time set foot in "The White City of North California," speak of the neat, trim houses so largely finished in the clean color which has given Arcata her name. Inevitably they grow enthusiastic over the happy conception which located this city on a gentle declivity, backed by the ever-verdant slopes of an imposing mountain on the east, while southward lie the calm waters of land-locked Humboldt Bay, and on the west the majestic Pacific Ocean, reached after a brief drive through the fruitful dairy farms which are a feature of the famous "Arcata Bottom."

In situation and climate Arcatans justly feel that Nature has bestowed gifts upon them with a lavish hand. Starting from Arcata, a series of splendid drives by auto have been arranged, drives leading in the course of a single day through a lovely valley, up over a mountain ridge two thousand feet high, down through natural groves of splendid oak and madrone, and underneath avenues of noble redwoods, where the busy lumberman may be seen at his work. Excellent trout fishing, recreation on the sea beach, drives along rocky cliffs, with the white surf on one side of the highway, and vast redwood forests on the other—these are some of the natural attractions which are to be found in or near Arcata.

There are beautiful scenic drives about Arcata and many are the opportunities for recreation afforded by mountain, lake, river and ocean. Arcata possesses many thriving churches, excellent schools, a free library, a natural park and a beautiful plaza, city water, electric lights, a modern sewage system, all the leading lodges, well-furnished stores—in fact, all that goes to make up a modern city.

Environment.

No city anywhere can boast of a better or more wholesome moral environment than Arcata, the home of the Humboldt State Normal School.

The greatest possible attention is given to the moral conditions of the school and also to the moral conditions of the homes and communities in which the students live.

Young men and young women are as well protected in Arcata and the Humboldt State Normal School as they would be in their own homes.

Climate.

The climate of Arcata and the Humboldt Bay region is ideal for school work. The summers are never so hot as to be depressing or enervating. The average summer temperature is 55 degrees, which of itself says that it is pleasant, delightfully cool, and invigorating. The average winter temperature is 47 degrees, with an average rainfall of about thirty-two inches. The winters are equally as pleasant as the summers. It never gets so cold as to be uncomfortable, and the greater part of the winter is beautiful, sunshiny weather with just enough invigoration in the atmosphere to keep a person mentally keen and alert.

Aims and Purposes.

The aim of the school is distinctly professional. Normal schools are maintained by the state in order that the children in the public schools of the commonwealth may have teachers of superior ability. The school offers a complete course of academic instruction; a definite and comprehensive development of the vocational side; and, also, a thorough professional training. All of the subjects of the elementary curriculum are given a very careful content review with particular reference to the logical development and the psychological application of the principles involved.

Normal School.

A modern, up-to-date normal school provides four distinct lines of work:

1. A thorough review of all the subjects taught in the common schools.
2. Thorough and adaptable courses in Educational Psychology, Educational Sociology, Pedagogy, and Methods and School Management.
3. Complete and comprehensive vocational courses in Agriculture, Horticulture, Domestic Science, Manual Training, and Music, conducted in such a manner that the information and knowledge gained can be directly applied by the individual for the happiness, betterment, contentment, and upbuilding of the community in which she resides.
4. A very careful, systematic study of the workings of a school system, with constant observation and the greatest possible amount of successful practice-teaching in a well-organized training school.

The training school is the laboratory of the normal school. Here all professional instruction received in the academic, vocational, and pedagogical departments may be crystallized into experience and skill.

In the training school the student-teacher has an opportunity to begin her teaching under the direction of a judicious and sympathetic supervisor. Thus she is enabled to avoid the mistakes of the untrained teacher and to establish good and correct methods of instruction and government.

The supervisors of the training school are selected because of their special fitness for directing the work of the students and teachers in their respective lines. Nothing is done that in any way tends to hamper the individuality of the teacher. On the contrary, every effort is made to give full play to the teacher's originality. The definite plan is to develop responsibility, resourcefulness, and adaptability.

Admission Requirements.

(Write for rules and regulations for the government of California state normal schools.)

1. Good moral character.
2. Sixteen years of age.
3. Such a person as, if of proper age, would be admitted in the public schools of the state.
4. Graduation from an approved or accredited high school with recommendations in eleven subjects.
5. Teachers holding valid California certificates.
6. Holders of normal school diplomas or certificates granted in other states.
7. Holders of bachelors' degrees.
8. Persons over twenty-four years of age.
9. All applicants for admission must sign the following declaration:

"I hereby declare that it is my purpose in entering the Humboldt State Normal School to fit myself for the profession of teaching, and that it is my intention to engage in teaching in the public schools of this state or in the state or territory where I reside."

10. Credit will be given for all work done in other normal schools, colleges, and institutions of higher learning in so far as these credits apply on the professional course.

Rights of Graduates.

The rights and privileges of graduates of California state normal schools are defined in section 1503 of the Political Code, the principal features of which are as follows:

"The board of trustees of each state normal school, upon the recommendation of the faculty, may issue diplomas of graduation to those students who worthily complete the full course of study and training prescribed. Said diplomas shall entitle the holder thereof to a grammar-school certificate from any county or city and county board of education in the state. Whenever any county or city and county board of education shall present to the state board of education a recommendation showing that the holder of a California state normal diploma has had a successful experience of two years in the public schools of this state subsequent to the granting of such diploma, the state board of education shall grant to the holder thereof a document signed by the president and secretary of the state board, showing such fact. The said diploma, accompanied by said document of the state board attached thereto, shall become a permanent certificate of qualification to teach in any primary or grammar school in the state. Graduates of a state normal school desiring, either immediately or after a few years experience in teaching, to continue their studies at the State University or at Leland Stanford Junior University, may enter either of these institutions with advanced credit. To obtain this credit it is necessary to present with diploma of graduation a special recommendation from the normal school faculty."

If the normal graduate has the required prerequisites she will be given one and one-half years university credit.

Employment for Graduates.

While this school does not agree to secure positions for its graduates, it will put forth its very best efforts to see that they are fitted into the state school system where they can render the most efficient service.

Expenses.

Tuition is free.

Each student furnishes her books, except the state textbooks, which may be secured from the library. Total cost of books for two years will be between \$20.00 and \$25.00. A Student Body fee of \$1.00 is collected when the student enters.

Each student pays for materials used in Domestic Science, Manual Training, and Elementary Manual Training.

A diploma fee of \$2.50 is charged at the time of graduation.

Board and room can be had at from \$22.50 to \$27.50 per month. Rooms for light housekeeping can be rented at reasonable rates, making the average cost of living expenses from \$12.00 to \$15.00 where two or more students live together. All homes offering board, room, or housekeeping rooms must be approved by the school management before students are permitted to make definite arrangements.

Loan Fund.

A small loan fund is at the disposal of the school to assist worthy needy students, enrolled in the two-year professional course, in meeting their necessary expenses.

Cost of Graduation.

The expense connected with graduation is very small. The second term of Domestic Science is given during the last term of the senior year and the sewing class devotes whatever time is necessary to the making of graduating gowns. Each student is limited to an expenditure of \$5.00 on her gown and, when finished, it must represent her own work.

Lyceum Course.

Provision is made through the Lyceum Course for a series of performances, entertaining and of cultural value. Five such programs will be given in 1917-18, and season tickets will be sold at \$2.50 for the entire course, the object being to offer them at a price so moderate that every student may be able to attend. The Lyceum Course entertainments for the past two years have been widely patronized, not only by the student body but by the public at large, and this interest makes it possible, notwithstanding the low price of the tickets, to obtain increasingly attractive programs.

Athletics.

About twenty-five fine, clean, young men, such associates as you would want for your sons and daughters, are attending. Encouragement will be given every form of clean, wholesome athletics among both the young men and young women.

Registration.

All applications should be sent in for approval sufficiently early to enable the candidate to receive notice from the school of her acceptance or rejection before leaving home for Arcata. Any application blank may be used. Our regular application blank is in the back of this catalogue.

Music.

In addition to the regular courses in music a very large choral organization is maintained. Also there will be single and double quartets and glee clubs for young men and women and mixed quartets and mixed glee clubs. A musical organization forms an important part of the school activities. Instruction is given on all wind and string instruments.

Those who have never taken music lessons are given an opportunity to study both vocal and instrumental music from the very beginning of the subject. Those who have preparations are put in advanced sections. A special guitar and mandolin club will be conducted in connection with the instrumental department.

Dramatics.

During each year one or more of the best dramatic productions are staged. The participants are selected by try-outs.

Operas.

The music department will give one or two operas each year and at least one big concert.

The participants are selected from the choral and instrumental organizations.

Length of Course.

The professional course is outlined for two years.

Those who have made the following credits in high school:

English 2 units

Physical Science 1 unit

United States History 1 unit

World History 2 units

Mathematics 1 unit

can complete the professional course in Humboldt State Normal School in two years.

All other cases must be considered individually, and the time required for graduation will depend upon high school preparation.

Professional Course.

Junior Year.

Junior A.

Educational Psychology I
Manual Training I
Content Review Grammar and Composition
Content Review Geography
Physical Culture
Observation

Junior B.

General Science
Content Review Arithmetic
Manual Training II
Pedagogy I
Teaching and Method.

Junior C.

Educational Psychology II
English Literature
Music I
Agriculture I
Teaching and Method

Junior D.

Pedagogy II
Drawing I
Nature Study
American Literature
Teaching and Method

Senior Year.

Senior A.

Domestic Science I
Horticulture I
Elementary Manual Training
Story-Telling and Primary Literature
Teaching and Method

Senior B.

Educational Sociology I
Oral Expression
Agriculture II
Hygiene
Teaching and Method

Senior C.

Educational Sociology II
Horticulture II
Penmanship and Library Training
Physical Culture
Teaching and Method

Senior D.

School Administration
Domestic Science II
Western History
Music II
Teaching and Method

Each student is given an opportunity to take vocal and instrumental music in addition to the regular course.

One-Year Course.*Senior A.*

Educational Psychology I
 Pedagogy I
 Elementary Manual Training
 Physical Culture
 Teaching and Method

Senior B.

Educational Psychology II
 Pedagogy II
 Nature Study
 English Literature
 Teaching and Method

Senior C.

Oral Expression
 Agriculture I
 Manual Training
 American Literature
 Teaching and Method

Senior D.

Educational Sociology
 Music
 Drawing
 Story-Telling and Primary Literature
 Teaching and Method

The Training School.

The training school is composed of the first eight grades of the city school system, each class being limited to twelve children. As soon as possible an ungraded class with a maximum of twenty pupils will be added. A carefully worked out, correlated course of study, has been prepared by the supervisors and approved by the president of the school.

Each candidate for graduation, except certificated teachers having two years experience, is required to observe the work in the training school one period daily for ten weeks. She then begins her work in teaching, carrying one period for seventy weeks. At the end of her course her record must show seventy weeks of successful and satisfactory teaching.

It is the purpose of the school to change the subject and the grade in which the practice is done every nine weeks, thereby affording the normal school student an opportunity to teach every subject while she teaches but one subject in each grade. The course in methods, and observation of the work in other grades, should prepare her to work successfully in any grade.

REVIEW OF THE COMMON BRANCHES.

It is unreasonable to suppose that a child passing through the eight grades of a grammar school could secure a sufficient content knowledge of the common branches to teach them. The grammar school graduate enters high school and for four years she gives very little if any consideration to the common branches. Therefore, when she enters normal, her knowledge along these lines is very deficient. Our experience justifies this statement, and for this reason, reading (with oral expression), arithmetic, grammar and composition, geography, hygiene, drawing and music are given a thorough content review, at all times emphasizing the plan of development, analysis, and presentation.

Of the seven teachings required of each student, the first four subjects of the above group and history compose the major required group. The two additional teachings may be done in any of the other subjects offered. No subject can be taught by a student until he has had content review of it. The method for the teaching of a subject is given at the same time the subject is taught, thereby increasing the efficiency on account of immediate application.

Psychology I.

The physical organism as a factor in human thinking: the nervous system; sense organs; process of perception. Mind as a spiritual process through the physical organism as means; the image-forming mental processes; association and memory; understanding, judging, and reasoning.

Psychology II.

The organization and formulation of the principles developed in course I: the human being as an organism; the child as a developing organism; the growth of concepts resulting. Inductive and deductive forms of reasoning. The rational application of these principles to concrete work of the common school: relation between muscular and mental training; vocational training as a means in mental training; class methods and training in thinking; exercises in inductive and deductive drill and other processes, making conscious to the pupil-teacher a method of procedure in the classroom.

Pedagogy I.

Educational aims: general aim, differentiated as adjustment, social, moral, that of complete living; formal aims, compared and contrasted with content aims. Educational values: preparatory, introductory, practical, socializing, moral and conventional values; cultural values: sentimental, liberalizing. The curriculum as a means in the educational process: nature of the curriculum; origin of studies; scientific determination of the curriculum; outline of the curriculum; value of the humanities, the sciences, of philosophy.

Pedagogy II.

The teaching process illustrated by the various branches taught in the common school. The function of the school. Experience functioning as habit. Experience functioning as judgment. The development of ideals. The transmission of experience. The media of instruction. Forms of development and instruction. The hygiene of the educative process.

Educational Sociology I.

Primitive society. Oriental education and social conditions. Greek and Roman society and education. Early Christian education. Monastic schools. Period of the school men. The Renaissance and humanistic education.

Educational Sociology II.

Modern educational movements and the accompanying social conditions: literary humanism; humanistic realism; realistic education; concept of formal discipline; naturalistic movement; the psychological movement; the sociological tendency; the present eclectic tendency. The influence of religion on the selection of subject matter for schools. Present movements and tendencies.

Agriculture I.

Soil: its origin, types and properties, management, maintenance of soil fertility. Drainage, irrigation, dry farming. Farm crops: grains, weeds, fiber crops, grasses, legumes, roots and tubers. Silage and silos. Laboratory demonstration, garden work and recitation from bulletins and textbooks.

Agriculture II.

Plant diseases, insects, spraying. Feeds and feeding. Horses, sheep, swine, poultry, dairy and beef cattle. Dairy products, milk and cream testing. Live stock judging. Laboratory demonstration and recitation work from bulletins and textbooks.

Horticulture I.

Elementary plant physiology and morphology of types. The growth and development of plants and the effects of environment on the development of parts. Laboratory, garden work, and recitation work from bulletins and textbooks.

Horticulture II.

Principles of fruit growing and horticultural practice. Plant diseases, injurious insects, sprays and spraying compounds. Pruning, grafting, budding, and other forms of plant propagation. Selection and care of decorative plants. Gardening, landscape work. Laboratory and recitation work.

Nature Study.

Study of trees, flowers, birds, insects, animals. Identification, habits of growth, economic value, conservation. Booklet work and outlines for lessons in the grades.

General Science.

Properties of matter. Relations to plant and animal life. Meteorology, physics, and chemistry. Effects on local environment. Development by experiments to demonstrate elementary facts and principles in connection with every-day phenomena.

Hygiene.

Community hygiene: health rights; sanitary conditions; enforcement of laws; boards of health; inspection; disposal of waste; water supply. School hygiene: building; site; drainage; ventilation; lighting; heating; furniture. Hygiene of school child: medical inspection; school nurse; physical defects; malnutrition; school lunches. Personal hygiene: health habits; bathing; clothing; care of teeth; exercise; sleep; food; choice of occupation. Emergencies: first aid to injured. Physiology: structure of body; respiration; circulation; digestion; study of the special senses. Bacteria, yeasts and molds: methods of control.

Domestic Science I.

Preliminary: housekeeping duties; individual duties; knowledge of utensils; study of fuel and stoves; measurements and abbreviations; methods of work in laboratory. Study of foods: classification; source; composition; cost;

dietetic value; digestibility. Food preparation: methods of cookery; principles involved; temperature; physical and chemical changes; study of variations and combinations; economy in materials and labor. Personal habits; neatness; judgment; accuracy; concentration; cooperation; resourcefulness; skill.

Domestic Science II.

Study of foods: classification; composition; history; cultivation; marketing; care of foods in the home; purity of foods; economy; seasonable foods; balanced rations; household accounts; diet and nutrition; planning school courses and school kitchens. Food preparation: more complex processes; preservation of foods; invalid cookery; study of school lunches; camp cookery; table service; menus.

Domestic Art I.

Hand sewing: all the fundamental stitches, their uses and applications. Machine sewing: use of the sewing machine and attachments; care of machine. Patterns: drafting patterns; use of standard patterns; methods of alteration. Garments: cooking uniform; undergarments; combination of hand and machine sewing; study of materials suitable; economy in cutting. Textiles: study of cotton and flax.

Domestic Art II.

Hand and machine sewing. Designing, cutting, fitting and making plain waists and dresses. Making of graduation dresses. Study of costume design. Drafting patterns to measure. Use of standard patterns. Methods of alteration and fitting. Study of textiles: silk and flax. Personal habits: neatness; skill in handling materials; good taste in selecting designs and materials; economy in buying. Study of budgets.

Manual Training I.

Aim: To give the teacher a sympathetic understanding of some of the world's industrial work, and a certain amount of definite skill in the execution of problems especially helpful in the country schools. Industrial problems: discussions. Clay work: kinds, use, preparation, aim; modeling of fruit, vegetables, animals, busts, etc. Pottery: modeled by hand, turned, cast; coloring, glazing, easy methods of firing. Concrete work: composition, use, practical application, use in the school. Sheet metal work: designing, laying out of material, soldering, riveting, ornamentation. The boy problem: playground apparatus, flying machines, kites, wireless apparatus, water motors, water wheels, etc.

Manual Training II.

Aim: To give the teacher a definite training in the use of woodworking tools, and a broad appreciation of the needs of the home, of the school, in fact, of life itself. The shops: location, tools, rules, etc. Drawings and blueprints: how made, and why. Woodwork, simple construction, things especially needed in the home; breadboards, sleeveboards, clothes racks, stools, book racks, magazine stands, hall seats. Woodwork, things of value on the farm: milking stools, saw horses, gates, filters, cesspools, water troughs,

chicken houses, pig troughs. Cabinet work: tables, chairs, chests, desks, etc. Discussions: tools, materials, nails, stains, glue, screws, outlines, lists of tools, courses, books, drawings, methods; lumber, kinds, and bills of; shops, machinery, and general equipment. General summary.

Elementary Manual Training.

Paper work: cutting; tearing; folding; weaving; garlands; flowers; baskets; transparencies; furniture; familiar articles; bookbinding; posters. Reed and raffia: knotting; braiding; weaving; basketry. Weaving: rugs; towels; doll clothing; holders; hammocks. Spool knitting. Use of parquetry paper and gummed rings.

Freehand Drawing.

Discussion on materials. Making of an art folio. Drawing of objects in outline. Shading and study of high lights. Color study. Study of fruits and vegetables: design of a fruit and vegetable book. Animal study: design of an animal book; making of a circus parade. Bird study; designing and making of a bird book. Tree study: drawing of different types; making of a tree book. Seasons of the year: designing useful and artistic things for all seasons. Blackboard illustrating: emphasis laid on need of this work; review of all past work on blackboard; story illustrating. Transportation. Landscape study. Lettering. Designing. Study of pictures and history of art. Perspective drawing.

Western History.

Geography of Pacific slope. Discovery and settlement of California. Westward movement of population. Texas and the Mexican war. Manifest destiny and the acquisition of California. Subsequent history and development of government. Relations with the Orient.

English Literature.

Historical basis. Origin and development of English language. Beowulf. Beginning of literature with Chaucer. Representative writers of each succeeding century. General view, illustrated by reports, discussions, readings. Relation or application of subject to life.

American Literature.

General survey of American literature. Period before Washington Irving. Reports, discussions, and readings from Irving, Cooper, Bryant, Poe, Hawthorne, Emerson, Thoreau, Longfellow, Whittier, Lowell, Holmes, each student making an intensive study of life and work of one author. How to make best use of magazines. Selection of the best in recent books.

Oral Expression.

Deep breathing. Breath control. Distinct articulation and correct pronunciation. Phonetics. Melody of speech. Principles of interpretation. Imagination as related to vocal expression. Study and presentation of narration, descriptive and didactic reading, for naturalness and directness. Lyric and dramatic forms. Class recitals.

Story-Telling.

The story: its educational value. Construction and characteristics of the story. Story interests of childhood. Sources. Adaptation. How to tell the story. How to use the story. Class practice and criticism. Material drawn from the folk tales, myths, fables, nature and animal stories. Humorous stories, stories from history, holiday stories, symbolistic stories.

Music I.

Ear training. Dictation. Voice. Sight reading. Symbols and terminology.

Music II.

Harmony. History of music and musicians. Chorus and glee. Opera presented once a year. Orchestra.

Penmanship.

Movement exercises. Speed. Capital letters. Small letters. Figures. Words. Sentences. Pages. Speed and form.

Physical Training.

Swedish gymnastics. Apparatus work. Playground games. Schoolroom games. Singing games. Folk dances. Æsthetic dancing. Drills for entertainments. U. S. setting up exercises and drills.

Library Training.

Evolution of the book. The physical book, its manufacture and care. Parts of the book, contents, index, etc. Reference books, dictionaries, encyclopedias, special reference books. The card catalog. Bibliographies and their use in book selection. Magazines and magazine indexes. Administration of school libraries: accessioning, classification, shelf listing, cataloging, the inventory. Aids in the school library. Government documents. Picture collections and museum material. Supplies. California school library law. Cooperation with the county free library.

Correspondence Extension Department.

On September 1, 1917, a correspondence extension department will be put in operation by Humboldt State Normal School.

Those courses which can be given effectively by correspondence will be offered. All credits earned in the extension department will apply toward graduation.

The following subjects will be offered:

Educational Psychology I	Hygiene	Review of Grammar
Educational Sociology I	Sewing	Review of Arithmetic
Pedagogy I	Elementary Manual Training	Review of History
Agriculture	English Literature	Review of Geography
General Science	American Literature	Penmanship
Horticulture	Western History	Library Training
Nature Study		

For any additional information desired, address President N. B. VAN MATRE, Arcata, California. For application blank see following pages.

HUMBOLDT STATE NORMAL SCHOOL

Arcata, California

PRINCIPAL'S CERTIFICATION

I Hereby Certify, That-----

is known to me as a person of good moral character; was graduated from the-----
----- School-----19-----

The certified credits were earned in the following schools: -----

-----this student attended
-----School for-----months immediately

preceding graduation; and brought to us or completed with us the subjects specified below with standings as shown in column 1, and number of years devoted to each subject as shown in column 2. Use column 3 for recommendation mark.

Notice to Principals—A clear and definite interpretation of credit markings should be given in space below. Cancel all blank spaces. A year's work means two periods each day in preparation and recitation devoted to a subject.

Subject with Units of Credit		1	2	3	Subject with Units of Credit		1	2	3
1	English, elem.	2			13b	English History	1		
2	Plane Geometry	1			14a	English, adv.	1		
3	Algebra, elem.	1			14b	English, adv.	1		
4a	Inter. Math.: {	1 or $\frac{1}{2}$			15a ²	French, elem.	2		
4b	Alg. Theory } 1 or $\frac{1}{2}$				15a ¹	1 yr. 15a ²	1		
5	Inter. Math.: {	$\frac{1}{2}$			15a ³	French, inter.	1		
	Sol. Geom., etc. }				15a ⁴	French, adv.	1		
5	Hist. and Gov. U.S.	1			15b ²	German, elem.	2		
6a	Caesar	1			15b ¹	1 yr. 15b ²	1		
6b	Latin Comp., elem.	1			15b ³	German, inter.	1		
6ab ¹	1 yr. 6ab	1			15b ⁴	German, adv.	1		
7a	Cicero	$\frac{1}{2}$			15c	Spanish	2		
7b	Virgil	$\frac{1}{2}$			15c ¹	1 yr. 15c	1		
7c ¹	Latin Comp., adv.	$\frac{1}{2}$			16	Free-hand Draw.	1		
7c ²	Latin Comp., adv.	$\frac{1}{2}$			17	Geometrical Draw.	1		
8a	Gk. Gr. and Comp.	1			18a	Mech. Arts	$\frac{1}{2}$ to 3		
8b	Xenophon	1			18b	Applied Art	$\frac{1}{2}$ to 2		
9a	Gk. Comp., adv.	$\frac{1}{2}$			18c	Sewing	$\frac{1}{2}$ to 1 $\frac{1}{2}$		
9b	Homer's Iliad	$\frac{1}{2}$			18d	Dom. Science	$\frac{1}{2}$ to 2		
10	Ancient History	1			19a	Dairying	$\frac{1}{2}$		
11	Physics	1			19b	Horticulture	$\frac{1}{2}$		
12a ¹	Syn. Proj. Geom.	1			20a	Econ. Geog.	$\frac{1}{2}$		
12a ²	Plane Trig.	$\frac{1}{2}$			20b	Com. and Ind. Hist.	1		
12a ³	Plane Anal. Geom.	$\frac{1}{2}$			20c	Bookkeeping	1		
12b	Chemistry	1			20d	Sten. & Typew'g	1 to 2		
12c	Botany	1			21	Music	1 to 3		
12d	Zoology	1							
12e	Phys. Geography	1							
12f	Physiology	1							
12g	General Science	1							
13a	Med. & Mod. Hist.	1							

Dated at-----, -----191--

Principal's Signature

HUMBOLDT STATE NORMAL SCHOOL

Arcata, California

APPLICATION FOR ADMISSION

(To be filled out in applicant's own handwriting)

Name in full _____

Present P. O. address _____ Phone _____

Name of family with whom living _____

Home address _____ Phone _____

Date of birth _____ Birth place _____

Parent or guardian _____

School last attended _____

Name of Principal or President _____

High School graduate _____ Date _____ School _____ State _____

High School student _____ Fill in subjects taken and grades made on opposite page

Grammar School graduate _____ Date of diploma _____ School _____

Teacher _____ No. years _____ Date certificate _____ Grade _____ State _____

Specify other entrance conditions _____

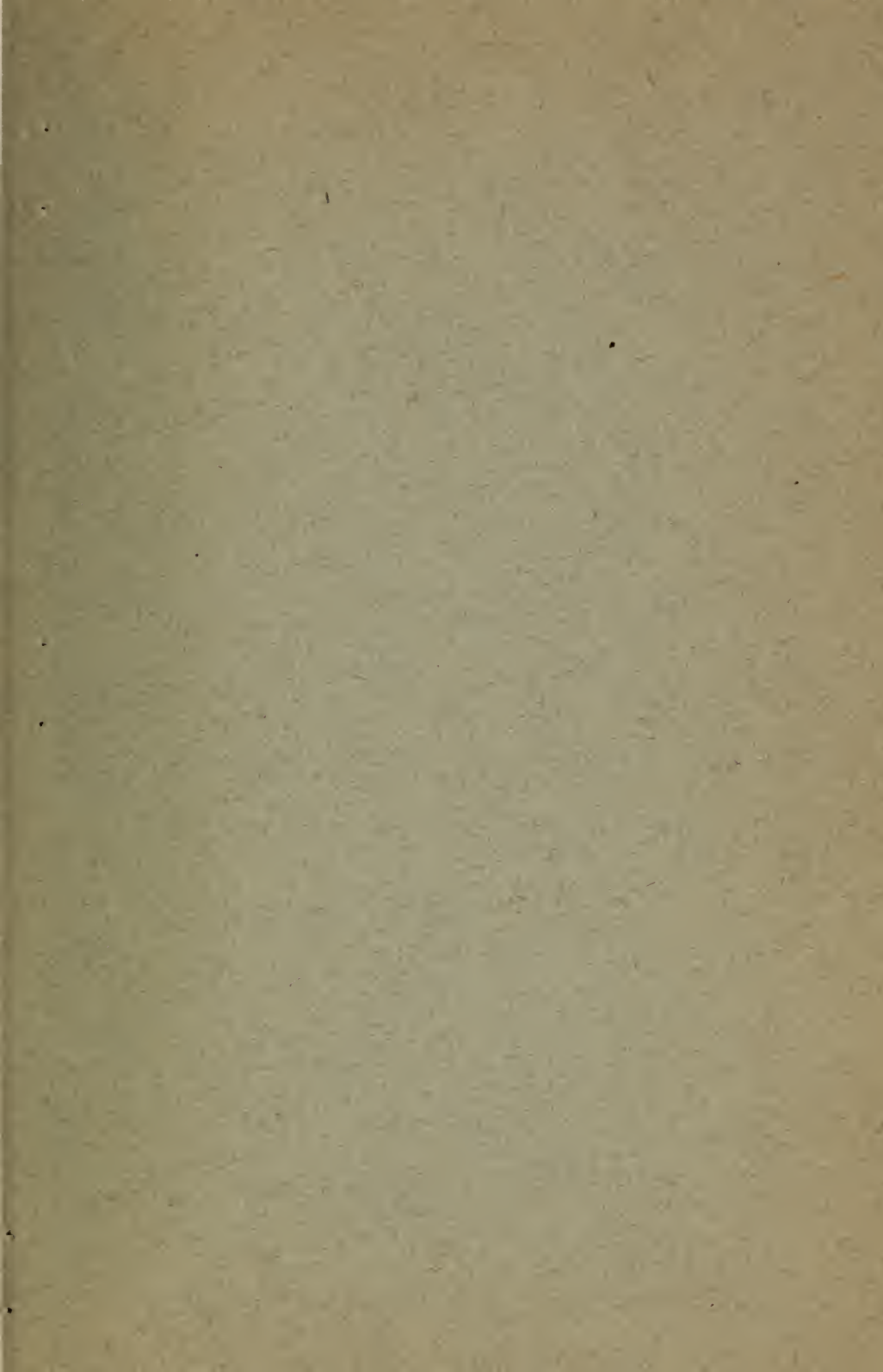
When do you expect to enter? _____

What course? _____

I hereby declare that it is my purpose in entering the Humboldt State Normal School to fit myself for the profession of teaching, and that it is my intention to engage in teaching in the public schools of this State or in the state or territory where I reside.

Signed _____

Date of making application _____



C
2nd H
118/19

CATALOGUE
OF THE
HUMBOLDT
STATE NORMAL
SCHOOL

ARCATA, CALIFORNIA

1919

UNIVERSITY OF ILLINOIS

MAR 2 1920

Administrative Library

CATALOGUE
OF THE
HUMBOLDT
STATE NORMAL
SCHOOL
ARCATA, CALIFORNIA

1919

CALIFORNIA STATE PRINTING OFFICE
SACRAMENTO
1919

CALENDAR

FOR

1919-1920

First Term.

First Term opens-----Monday, September 1, 1919

First Term closes-----Friday, October 31, 1919

Second Term.

Second Term opens-----Monday, November 3, 1919

Second Term closes-----Friday, January 16, 1920

Third Term.

Third Term opens-----Monday, January 19, 1920

Third Term closes-----Friday, March 19, 1920

Fourth Term.

Fourth Term opens-----Monday, March 22, 1920

Fourth Term closes-----Friday, May 21, 1920

BOARD OF TRUSTEES

WILLIAM D. STEPHENS-----*Governor of California*

Ex Officio.

WILL C. WOOD-----*Superintendent of Public Instruction*

Ex Officio.

E. W. HAIGHT, Fortuna-----Term expires August 1, 1918

R. M. WILEY, Arcata-----Term expires August 1, 1917

R. H. EDWARDS, Ferndale-----Term expires August 1, 1916

HENRY J. BRIDGES, Eureka-----Term expires August 1, 1915

ANNA PORTERFIELD, Ukiah-----Term expires August 1, 1917

Officers of the Board.

E. W. HAIGHT-----*President*

N. B. VAN MATRE-----*Secretary*

FACULTY

N. B. VAN MATRE, President
School Law, Administration and Bookkeeping.

VIRGINIA CLEAVER BACON
Librarian, Literature.

W. A. BEER
Mathematics, Science.

A. J. DAVIS
Education.

L. R. DAVIES
Science.

ANNE GEORGE
Domestic Science and Art.

BENA K. HANSEN
Principal Training School, English.

R. H. JENKINS
Manual Arts.

C. ADELA RANKIN
Oral Expression, Story Telling.

OLIVE A. SLINGLUFF
Music, Physical Education.

R. EARL SWINDLER
History, Physical Education.

L. VIOLA WALLER
Penmanship, Drawing.

E. C. WALTHER
Geography, Sociology.

NORA C. WALSTED
Rural Field Supervisor.

MARTHA BEER
Secretary to President.

VESTA GARLAND
Secretary of Correspondence Department.

Van Matre, N. B.*Scholastic Preparation.*

M. C. S. Dixon College.

A. M. Dixon College.

LL.B. Northern Illinois College of Law.

Doctor of Education, Dixon College.

Extension work, Chicago University.

Experience.

Special Supervisor of Elementary Teaching, Polo, Ill., two years.

Headship of Special Departments in the following High Schools:

La Salle, Ill.; Omaha, Neb.; San Bernardino, Cal.; San Jose, Cal.;

Santa Maria, Cal.; Eureka, Cal.; extending over a period of twelve years.

Nebraska State Normal School, one summer.

Institute worker, several years.

President of a large private school, three years.

City Superintendent of Schools, Eureka, Cal., one year.

Humboldt State Normal School, 1914—

Bacon, Virginia C.*Scholastic Preparation.*

A. B. University of Oregon.

Graduate Library Service School, Riverside, Cal.

Certificate from Summer School, 1914.

Certificate from Winter School, 1915.

County Free Library Certificate, second grade.

California State School Librarian's Certificate.

Experience.

Theme reader, Department of English Literature, University of Oregon, one year.

Instructor in English Literature, University of Oregon, one year.

Private tutor, English and Continental Literature, several years.

Riverside Public Library, one year.

Humboldt State Normal School, 1915—

Beer, Martha.*Scholastic Preparation.*

Student, Mount de Chantal Academy, Wheeling, West. Va., one year.

Student, Fairmont, West Va., State Normal School, one year.

Humboldt State Normal School Summer School, 1916.

A. B. University of Oregon, 1917.

Special work, University of Oregon, Summer, 1917.

Experience.

Student Assistant, Department of English Literature, University of Oregon, two years.

Humboldt State Normal School, 1917—

Beer, W. A.*Scholastic Preparation.*

Student, Chautauqua Literary and Scientific Circle, Chautauqua, N. Y., 1878, 1879.

Graduate State Normal School, Clarion, Pa., 1888.

Special work, University of Pennsylvania, 1896.

A. M. Monongahela College, 1897.

Harmsworth Correspondence School, 1906, 1907.

Summer School, University Farm School, Davis, Cal., 1918.

Experience.

Elementary Schools, six years.

Teacher, Secondary Schools, three years.

Principal Academies, seven years.

Principal Grade School, three years.

Instructor, Soule Commercial College, New Orleans, La., one year.

Slippery Rock, Pa., State Normal School, two years.

Fairmont, West Va., State Normal School, three years.

County Superintendent of Schools, Clarion County, Pa., nine years.

District Supervisor of Schools, West Virginia, one year.

Assistant State Leader Industrial Clubs, United States Department of Agriculture, Oregon, 1915.

Humboldt State Normal School, 1915—

Davies, L. R.*Scholastic Preparation.*

B. S. Wisconsin University, Madison, Wis.

Graduate work, Cornell University, Ithaca, N. Y.

Graduate work, Wisconsin University, Madison, Wis.

Graduate work, Michigan State Normal College, Ypsilanti, Mich.

Graduate work, University of California, Berkeley, Cal.

Experience.

Expert Chemist, Wisconsin Sugar Company, one year.

Scientific Assistant, United States Department of Agriculture, three years.

State Inspector Dairy Tests for Wisconsin, one year.

Head Department of Agriculture, County Training Agricultural School, Marinette, Wis., two years.

Head Department of Agriculture, State Normal School, Whitewater, Wis., three years.

Institute worker, several years.

Humboldt State Normal School, 1915—

Davis, A. J.*Scholastic Preparation.*

Graduate State Normal School, Edinboro, Pa.
B. S. and M. S. National Normal University, Lebanon, Ohio.
A. B. and A. M. Bucknell University, Lewisburg, Pa.
LL.D. Monongahela College, Jefferson, Pa.
Graduate work, University of California Summer School.

Experience.

Grade and High School, three years.
County Superintendent, eight years.
Department of Public Instruction, Harrisburg, Pa., four years; an official visitor to the State Normal Schools and the Soldiers' Orphan Schools during this period.
Organized the Industrial School for Natives at Sitka, Alaska, under the auspices of the Bureau of Education, Washington, D. C.
Fairmont State Normal School, West Virginia, five years.
Principal State Normal School, Clarion, Pa., fifteen years.
Institute worker, several years.
Humboldt State Normal School, 1914—

Garland, Vesta.*Scholastic Preparation.*

Commercial work, two years.
Graduate Humboldt State Normal School, 1918.

Experience.

Humboldt State Normal School, 1918—

George, Anne.*Scholastic Preparation.*

Graduate College of Industrial Arts, Denton, Texas.
B. S. Teachers' College, Columbia University.

Experience.

El Paso Public Schools, two years.
New Mexico Normal University, three years.
Eureka, Utah, High School, one year.
Humboldt State Normal School, 1917—

Hansen, Bena K.*Scholastic Preparation.*

Graduate State Normal School, Mankato, Minn.
Ph.B. Chicago University.
Graduate work, Chicago University.

Experience.

Grade work, Clarkfield, Minn., two years.

High School, Graceville, Minn., one year.

Principal Grammar School, Streator, Ill., one year.

Assistant Principal High School, Austin, Minn., four years.

Head of Department of Education, State Normal School, Ellendale, N. D., two years.

Head of Training Department, Walsh County Training School, Park River, N. D., one year.

Education Department, State Normal School, Warrensburg, Mo., one year.

Institute worker, several years.

Humboldt State Normal School, 1915—

Jenkins, R. H.

Scholastic Preparation.

Graduate Central State Normal School, Edmond, Okla.

Graduate work, Oswego State Normal School, Oswego, N. Y.

Graduate work, Chicago University.

Graduate work, Teachers' College, Columbia University.

Graduate work, University of California.

Meyr's Art School.

Experience.

Supervisor Manual Training, City Schools, Oscaloosa, Iowa, two years.

Supervisor Manual Training and Art, City Schools, Wallace, Iowa, one year.

Supervisor Manual Training, City Schools, Merced, Cal., three years.

Supervisor Manual Training, City Schools, Monterey, Cal., three years.

Institute worker, several years.

Humboldt State Normal School, 1915—

Rankin, C. Adela.

Scholastic Preparation.

Graduate of the Emerson College of Oratory, Boston, Mass.

A. B. University of Wisconsin.

Summer School, University of Chicago.

Experience.

Frances Shimer Academy, Mount Carroll, Ill.

Iowa State College, Ames, Iowa.

High School, Hammond, Ind.

Thornton Township High School, Harvey, Ill.

Humboldt State Normal School, 1918—

Slingluff, Olive A.*Scholastic Preparation.*

One year's work in Voice and Piano, St. Joseph's Academy, Greensburg, Pa.

Private lessons in Piano, Voice, and Elocution, Curry University, Pittsburg, Pa.

Graduate, Cornell University, in Public School Music and Physical Education.

One year's postgraduate work, Carnegie Institute, Pittsburg, Pa.

Studied Pipe Organ under James Quarles, Ithaca, N. Y.

Studied Voice under Helen Allen Hunt, Boston, Mass.

Studied Piano and Harmony under Newton Swift, Boston, Mass.

Studied Voice and Opera with Sig. Carlo Minetti, Milan, Italy.

Foreign travel and study.

Experience.

Private teacher in Crafton, Pa., and Pittsburg, Pa., several years.

Supervisor of Music, Public Schools, Ingram, Pa.

Teacher in Pittsburg, Pa., evening schools, three years.

Teacher in Tarentum, Pa., and New Kensington, Pa., three years.

Director of Operas, Christian College, Columbia, Mo., one year.

Fort Hays Normal School, Hays, Kansas, two years.

Miami, Fla., High School, one year.

Several years experience as a public reader.

Humboldt State Normal School, 1918—

Swindler, R. Earl.*Scholastic Preparation.*

Graduate Teachers' Course, Central Normal College, Danville, Ind., 1905.

B. S. Central Normal, Danville, Ind., 1906.

A. B. Indiana University, 1911.

A. M. Indiana University, 1912.

Law student, Central Normal, Danville, Ind., 1914.

One year's graduate study, International Law.

Y. M. C. A. district organizer (War Work Secretary), summer of 1918; headquarters, Camp Pike, Ark.

Experience.

Rural Schools, Boone County, Ind., four years.

Principal Commissioned High School, Stillwell, Ind., two years.

Teaching-fellow, Indiana University, one year.

Superintendent of Schools, Jamestown, Ind., 1912-1913.

Principal City High School, Paragould, Ark., 1913-1916.

Head of Department of History, Fort Smith, Ark., High School,
1916-1918.

Instructor in History, Central Normal, Danville, Ind., four terms,
1913-1916.

Director of Physical Training, several years.

Humboldt State Normal School, 1918—

Waller, L. Viola.

Scholastic Preparation.

Graduate, Western Normal College, Shenandoah, Iowa.

Graduate Cedar Rapids, Iowa, Business College.

Special Art work at Pratt Institute, Brooklyn, N. Y.

Graduate work, Art Institute, Chicago, Ill.

Graduate Industrial, Fine and Applied Arts, Chicago, Ill.

Prang Summer School, Chicago, two years.

Several years special work in summer art schools in Chicago.

Work under best private teachers of Chicago.

Graduate in Penmanship under the following teachers: L. Madarasz,

W. J. Kinsley, A. N. Palmer, C. P. Zaner, and C. W. Ransom.

Experience.

Supervisor of Drawing and Penmanship, Public Schools, Danville,
Ill., one year.

Supervisor of Drawing and Penmanship, Houston, Texas, three and
one-half years.

Supervisor of Drawing and Penmanship, Wenatchee, Wash., two
years.

Supervisor of Drawing and Penmanship, St. Joseph, Mo., four and
one-half years.

Supervisor of Drawing and Penmanship, Joplin, Mo., three years.

Humboldt State Normal School, 1917—

Walsted, Nora C.

Scholastic Preparation.

Graduate State Normal School, Moorhead, Minn.

B. A. University of North Dakota.

Postgraduate work, Teachers' College, Columbia University, special-
izing in Supervision and School Management.

Experience.

Rural Schools, two years.

High School, Frazee, Minn., three years.

Grammar School Principalship, Crookston, Minn., three years.

Grammar Grades, Grand Forks, N. D., several years.

Head of Normal Department, Walsh County Training School, Park
River, N. D., three years.

Principal Walsh County Training School, Park River, N. D., one
year—

Humboldt State Normal School, 1918—

Walther, E. Curt.*Scholastic Preparation.*

B. A. University of Cincinnati, 1912.

Graduate student, University of Cincinnati, 1912, 1916.

Graduate student, Columbia University, 1914, 1915, 1917.

Experience.

Recreation Supervisor, Cincinnati Orphan Asylum, two years.

Teacher in Cincinnati Public Schools, one year.

Teacher in Woodward High School, Cincinnati, one year.

Instructor, University of Cincinnati, two years.

Teacher in Speyer School, Columbia University, one year.

Demonstration teacher, Horace Mann School, Columbia University,
Summer Session, 1915.

Principal Twentieth District School, Cincinnati, one year.

Supervising Principal, Lafayette Bloom Junior High School, Cincinnati, two years.

Humboldt State Normal School, 1917—

HUMBOLDT STATE NORMAL SCHOOL.

Historical.

The Humboldt State Normal School was created by an act of the Legislature during the session of 1913, approved on June 16, 1913.

The school was actually opened for work on April 6, 1914. The total enrollment to date is 573.

Financial.

An appropriation of \$10,000 was made by the 1913 Legislature. The citizens of Arcata and northern Humboldt raised an additional \$12,000 to augment the state appropriation.

Legislative Action.

Upon recommendation of the State Board of Control, the 1915 Legislature appropriated for the Humboldt State Normal \$91,285. Of this amount \$66,185 was for its support during the following two years; \$5,100 for training school support; \$20,000 for buildings, equipment, etc.

The above appropriation is a recognition by the state of the magnificent showing made, and the thorough and efficient training offered by this school.

The 1917 Legislature appropriated \$75,360 for maintenance and \$245,000 for permanent buildings. Work will be begun on these buildings just as soon as plans can be drawn and contracts let, and in the near future the Humboldt State Normal School will be housed in a beautiful, modern, permanent building, containing every one of the very latest devices for educational purposes.

The 1919 Legislature now in session will meet every financial need of this institution.

Site.

A most magnificent site of fifty-one acres has been donated to the Humboldt State Normal School.

Mr. W. A. Preston deeded to the state twenty-five and one-half acres of this land, and the remaining twenty-five and one-half acres were deeded by the Union Water Company, the personnel of which is Mr. N. H. Falk, president; Mr. Len Yocum, secretary and treasurer; Mrs. Arthur W. Way and Mrs. Kate L. Harpst, directors.

This beautiful site is located on a plateau in the foothills just at the edge of Arcata, and the permanent buildings will be situated within twelve blocks of the Plaza, the center of the town.

The Normal tract is bordered on the east and north by a range of mountains. No grander view could be secured from any site in any land. Looking south and west, one first beholds beautiful Arcata,

known as the "White City." Next in the line of vision is Humboldt Bay, covering an area of about twenty-eight square miles, the best harbor between San Francisco and the Columbia River; then for several miles, the peninsula separating the bay and the ocean; and lastly, the Pacific Ocean in majestic grandeur. The ocean vessels can be seen as they cross the bar into Humboldt Bay or pass out on their way to Portland or San Francisco, and one can hear very distinctly the roar of the ocean, and the beating of the surf.

Arcata.

The city of Arcata, situated on the north shore of Humboldt Bay, is today attracting more attention than any other city in northern California. One at all acquainted with the unique situation of this charming city of three thousand, would find no difficulty in assigning the reason for this.

Travelers who for the first time set foot in "The White City of North California," speak of the neat, trim houses so largely finished in the clean color which has given Arcata her name. Inevitably they grow enthusiastic over the happy conception which located this city on a gentle declivity, backed by the ever-verdant slopes of an imposing mountain on the east, while southward lie the calm waters of land-locked Humboldt Bay, and on the west the majestic Pacific Ocean, reached after a brief drive through the fruitful dairy farms which are a feature of the famous "Arcata Bottom."

In situation and climate Arcatans justly feel that Nature has bestowed gifts upon them with a lavish hand. Starting from Arcata, a series of splendid drives by auto have been arranged, drives leading in the course of a single day through a lovely valley, up over a mountain ridge two thousand feet high, down through natural groves of splendid oak and madrone, and underneath avenues of noble redwoods, where the busy lumberman may be seen at his work. Excellent trout fishing, recreation on the sea beach, drives along rocky cliffs, with the white surf on one side of the highway, and vast redwood forests on the other—these are some of the natural attractions which are to be found in or near Arcata.

There are beautiful scenic drives about Arcata and many are the opportunities for recreation afforded by mountain, lake, river and ocean. Arcata possesses many thriving churches, excellent schools, a free library, a natural park and a beautiful plaza, city water, electric lights, a modern sewage system, all the leading lodges, well-furnished stores—in fact, all that goes to make up a modern city.

Environment.

No city anywhere can boast of a better or more wholesome moral environment than Arcata, the home of the Humboldt State Normal School.

The greatest possible attention is given to the moral conditions of the school and also to the moral conditions of the homes and communities in which the students live.

Young men and young women are as well protected in Arcata and the Humboldt State Normal School as they would be in their own homes.

Climate.

The climate of Arcata and the Humboldt Bay region is ideal for school work. The summers are never so hot as to be depressing or enervating. The average summer temperature is 55 degrees, which of itself says that it is pleasant, delightfully cool, and invigorating. The average winter temperature is 47 degrees, with an average rainfall of about thirty-two inches. The winters are equally as pleasant as the summers. It never gets so cold as to be uncomfortable, and the greater part of the winter is beautiful, sunshiny weather with just enough invigoration in the atmosphere to keep a person mentally keen and alert.

Aims and Purposes.

The aim of the school is distinctly professional. Normal schools are maintained by the state in order that the children in the public schools of the commonwealth may have teachers of superior ability. The school offers a complete course of academic instruction; a definite and comprehensive development of the vocational side; and, also, a thorough professional training. All of the subjects of the elementary curriculum are given a very careful content review with particular reference to the logical development and the psychological application of the principles involved.

Normal School.

A modern, up-to-date normal school provides four distinct lines of work:

1. A thorough review of all the subjects taught in the common schools.
2. Thorough and adaptable courses in Educational Psychology, Educational Sociology, Pedagogy, and Methods and School Management.
3. Complete and comprehensive vocational courses in Agriculture, Horticulture, Domestic Science, Manual Training, and Music, conducted in such a manner that the information and knowledge gained can be directly applied by the individual for the happiness, betterment, contentment, and upbuilding of the community in which she resides.

4. A very careful, systematic study of the workings of a school system, with constant observation and the greatest possible amount of successful practice-teaching in a well-organized training school.

The training school is the laboratory of the normal school. Here all professional instruction received in the academic, vocational, and pedagogical departments may be crystallized into experience and skill.

In the training school the student-teacher has an opportunity to begin her teaching under the direction of a judicious and sympathetic supervisor. Thus she is enabled to avoid the mistakes of the untrained teacher and to establish good and correct methods of instruction and government.

The supervisors of the training school are selected because of their special fitness for directing the work of the students and teachers in their respective lines. Nothing is done that in any way tends to hamper the individuality of the teacher. On the contrary, every effort is made to give full play to the teacher's originality. The definite plan is to develop responsibility, resourcefulness, and adaptability.

Admission Requirements.

(Write for rules and regulations for the government of California state normal schools.)

1. Good moral character.
2. Sixteen years of age.
3. Such a person as, if of proper age, would be admitted into the public schools of the state.
4. Graduation from an approved or accredited high school with recommendations in eleven subjects.

(The recommendation part of this statement may be changed before September first, 1919. Inquire.)

5. Teachers holding valid California certificates.
6. Holders of normal school diplomas or certificates granted in other states.
7. Holders of bachelors' degrees.
8. Persons over twenty-four years of age.
9. All applicants for admission must sign the following declaration:
"I hereby declare that it is my purpose in entering the Humboldt State Normal School to fit myself for the profession of teaching, and that it is my intention to engage in teaching in the public schools of this state or in the state or territory where I reside."
10. Credit will be given for all work done in other normal schools, colleges, and institutions of higher learning in so far as these credits apply on the professional course.

Rights of Graduates.

The rights and privileges of graduates of California state normal schools are defined in section 1503 of the Political Code, the principal features of which are as follows:

"The board of trustees of each state normal school, upon the recommendation of the faculty, may issue diplomas of graduation to those students who worthily complete the full course of study and training prescribed. Said diplomas shall entitle the holder thereof to a grammar-school certificate from any county or city and county board of education in the state. Whenever any county or city and county board of education shall present to the State Board of Education a recommendation showing that the holder of a California state normal diploma has had a successful experience of two years in the public schools of this state subsequent to the granting of such diploma, the State Board of Education shall grant to the holder thereof a document signed by the president and secretary of the State Board, showing such fact. The said diploma, accompanied by said document of the State Board attached thereto, shall become a permanent certificate of qualification to teach in any primary or grammar school in the state. Graduates of a state normal school desiring, either immediately or after a few years experience in teaching, to continue their studies at the State University or at Leland Stanford Junior University, may enter either of these institutions with advanced credit. To obtain this credit it is necessary to present with diploma of graduation a special recommendation from the normal school faculty."

If the normal graduate has the required prerequisites she will be given one and one-half years' university credit on social science courses. If she is preparing for high school teaching, she will be given two full years of credit.

Employment for Graduates.

While this school does not agree to secure positions for its graduates, it will put forth its very best efforts to see that they are fitted into the state school system where they can render the most efficient service.

Expenses.

Tuition is free.

Each student furnishes her books, except the state textbooks, which may be secured from the library. Total cost of books for two years will be between \$20.00 and \$25.00. A Student Body fee of \$1.00 is collected when the student enters. A registration fee of \$1.00 is also collected. Both fees are collected annually.

Each student pays for materials used in Domestic Science, Manual Training, and Elementary Manual Training.

A diploma fee of \$2.50 is charged at the time of graduation.

Board and room can be had at from \$25.00 to \$30.00 per month. Rooms for light housekeeping can be rented at reasonable rates, making the average cost of living expenses from \$12.00 to \$15.00 where two or more students live together. All homes offering board, room, or housekeeping rooms must be approved by the school management before students are permitted to make definite arrangements.

Loan Fund.

A small loan fund is at the disposal of the school to assist worthy needy students, enrolled in the two-year professional course, to meet their necessary expenses.

Cost of Graduation.

The expense connected with graduation is very small. The course in sewing is given during the last term of the senior year and the class devotes whatever time is necessary to the making of graduation gowns. Each student is limited to an expenditure of \$5.00 on her gown and, when finished, it must represent her own work.

Lyceum Course.

Provision is made through the Lyceum Course for a series of performances, entertaining and of cultural value. Five such programs will be given in 1919-1920, and season tickets will be sold at \$2.50 for the entire course, the object being to offer them at a price so moderate that every student may be able to attend. The Lyceum Course entertainments for the past two years have been widely patronized, not only by the student body but by the public at large, and this interest makes it possible, notwithstanding the low price of the tickets, to obtain increasingly attractive programs.

Athletics.

Encouragement will be given every form of clean, wholesome, athletics among both the young men and young women.

Registration.

All applications should be sent in for approval sufficiently early to enable the candidate to receive notice from the school of her acceptance or rejection before leaving home for Arcata. Any application blank may be used. Our regular application blank is in the back of this catalogue.

Music.

In addition to the regular courses in music a very large choral organization is maintained. Also there will be single and double quartets and glee clubs for young men and women and mixed quartets and mixed

glee clubs. A musical organization forms an important part of the school activities.

Those who have never taken music lessons are given an opportunity to study both vocal and instrumental music from the very beginning of the subject. Those who have preparation are put in advanced sections.

Dramatics.

During each year one or more of the best dramatic productions are staged. The participants are selected by try-outs.

Operas.

The music department will give one or two operas each year and at least one big concert.

Length of Course.

The professional course is outlined for two years.

Those who have made the following credits in high school

English, 2 units	}	If these subjects have not been taken in high school it is very probable that they can be taken in this normal school. Inquire.
Physical Science, 1 unit		
United States History, 1 unit		
World History, 2 units		
Mathematics, 1 unit		
Music, 1 unit		
Drawing, 1 unit		
Biology, 1 unit		

can complete the professional course in Humboldt State Normal School in two years.

All other cases must be considered individually, and the time required for graduation will depend upon high school preparation.

Professional Course.

Junior Year.

<i>Junior A.</i>	<i>Junior C.</i>
Educational Psychology I	Educational Psychology II
Manual Training I	English Literature
Content Review Grammar and Composition	Music I
Content Review Geography	Agriculture I
Physical Education	Teaching and Method
Observation	<i>Junior D.</i>
<i>Junior B.</i>	Pedagogy II
General Science	Drawing I
Content Review Arithmetic	Nature Study
Manual Training II	American Literature
Pedagogy I	Teaching and Method
Teaching and Method	

Senior Year.

Senior A.

Cooking
Horticulture I
Elementary Manual Training
Story-Telling and Primary Literature
Teaching and Method

Senior B.

Educational Sociology I
Oral Expression
Agriculture II
Hygiene
Teaching and Method

Senior C.

Educational Sociology II
Horticulture II
Penmanship and Library Training
Physical Education
Teaching and Method

Senior D.

School Administration
Sewing
Western History
Music II
Teaching and Method

One-Year Course.

Senior A.

Educational Psychology I
Pedagogy I
Elementary Manual Training
Physical Education
Teaching and Method

Senior B.

Educational Psychology II
Pedagogy II
Nature Study
English Literature
Teaching and Method

Senior C.

Oral Expression
Agriculture I
Manual Training
American Literature
Teaching and Method

Senior D.

Educational Sociology
Music
Drawing
Story-Telling and Primary Literature
Teaching and Method

The One-Year Course is for those who have graduated from a four-year high school course and in addition have had two or more years of successful teaching experience.

All teachers who have had two or more years of successful teaching experience and who did not graduate from a four-year high school course will be given credit for one term (nine weeks) of normal school work for each four units of high school credit presented.

All teachers who are graduates of a four-year high school course and who have had less than two years of teaching experience will be given credit for one term (nine weeks) of normal school work for each three months (twelve weeks) of successful teaching experience, provided that not more than two terms (eighteen weeks) of normal school credit shall be given for all of the teaching experience secured in any one school year; provided, further, that the aggregate normal school credit allowed for teaching experience shall not exceed one year of four terms.

Each student is given an opportunity to take vocal and instrumental music in addition to the regular course.

ARRANGEMENT OF COURSES.

REVIEW OF COMMON SCHOOL BRANCHES.

Hygiene.

Review Arithmetic.

Review Grammar and Composition.

Review Geography.

Review History.

Art.

Fine Arts I.

Fine Arts II.

Education.

Educational Sociology I.

Educational Sociology II.

Pedagogy I.

Pedagogy II.

Educational Psychology I.

Educational Psychology II.

Expression.

Oral Expression.

Story Telling.

History.

Western History.

Literature.

American Literature.

English Literature.

Music.

Music I.

Music II.

Penmanship.

Penmanship.

Physical Education.

Physical Education.

Science.

Agriculture I.

Agriculture II.

General Science.

Horticulture I.

Horticulture II.

Nature Study.

Vocational Subjects.

Domestic Arts.

Domestic Science.

Elementary Manual Training.

Manual Training I.

Manual Training II.

Library Training.

It is unreasonable to suppose that a child passing through the eight grades of a grammar school could secure a sufficient content knowledge of the common branches to teach them. The grammar school graduate enters high school and for four years she gives very little if any consideration to the common branches. Therefore, when she enters normal, her knowledge along these lines is very deficient. Our experience justifies this statement, and for this reason, reading (with oral expression), arithmetic, grammar and composition, geography, hygiene, drawing and music are given a thorough content review, at all times emphasizing the plan of development, analysis, and presentation.

Of the seven teachings required of each student, the last four subjects of the first group under arrangement of courses and reading compose the major required group. The two additional teachings may be done in any of the other subjects offered. No subject can be taught by a student until he has had content review of it. The method for the teaching of a subject is given at the same time the subject is taught, thereby increasing the efficiency on account of immediate application.

Hygiene.

This course is prepared to give such method and instruction as will train teachers for work in the eight grades. It is planned to consider the fundamental facts concerning the structure and functions of the human body in relation to health and general efficiency; influence of hygienic living upon physical well-being, conduct and character; the ethical and economical aspects of hygiene; information and practical work in the treatment of simple emergencies, and first aid work, and caring for the sick when the services of a professional nurse are not required.

Under Sanitation the course includes a brief consideration of the following topics: the sanitary home and school; location, construction, plumbing, draining, water supply, heating, ventilating, lighting, furnishing; sanitary control of food, air, and water; disposal of garbage and sewage; effect of environment upon the health in the city and country; industrial and social hygiene; functions and methods of municipal health boards.

Review Arithmetic.

Inquiry into fundamental principles. Practice in the solution of the different problems arising in the community life, with special reference to the most common-sense way of making calculations. The various phases of the subject presented with reference to the best ways of teaching children by means of number work.

Review Grammar and Composition.

The course provides for the alternation of grammar and composition with emphasis on habit-forming correct-usage exercises. The study of the uses of words and the construction of sentences, paragraphs, and the larger units of the composition is based on grammatical principles, and the composition work affords an opportunity for the direct application of these principles.

Review Geography.

The course aims to familiarize the student with those changes in emphasis and subject matter that are essential in the teaching of modern geography. The work involves a study of the principles of geography and their influences in the life and destinies of mankind. The training of the prospective and professional teacher in the ability to interpret present-day social, political and economic conditions and tendencies is kept in mind in the preparation of this course. The work is planned so as to stimulate the student by inspiration, rather than by assignment, to a broader interest in the subject.

Review History.

A survey of the entire field of history, from the earliest times to the present. While necessarily brief, yet all the essential factors in the development of civilization are clearly brought out. One of the most important features is the separation of essentials from nonessentials and the proper relation of the great movements and stages in the advancement of the race. Special emphasis is placed upon the Modern Age and the struggle for political liberty that has culminated in the World War and the great transition period of the present time. The political, social, industrial, economic, moral and religious, scientific and purely intellectual phases receive due consideration.

FINE ARTS I.

Purpose.

The introductory course in Fine Arts plans to make the teacher proficient in the elements and methods of artistic expression with special reference to design and its practical applications.

Scope.

The course includes a study of pencil and crayon technique; line analysis for balance and action; principles of shading and mass portrayal. Elementary aspects of mechanical drawing as applied to the preparation of simple working plans will be considered. A large part of the time will be devoted to water color rendering, and studies in color harmonies with special applications to interior and exterior decoration.

Method.

The main portion of the time will be devoted to actual practice in pencil and color work with frequent individual criticisms by the instructor. Lectures upon the more important phases of artistic expression will be introduced.

FINE ARTS II.**Purpose.**

This course presents more advanced applications of the principles of color and design to such industrial and household projects as will be suitable for the pupils of the upper grades.

Scope.

The major topics of the course include: Commercial design and lettering; studies in color and structural harmonies; costume design; plans for the construction of toys; principles of parallel and angular perspective; object drawing and shadows; picture studies; landscape rendering in pencil and color.

Method.

Most of the time will be devoted to the actual preparation of drawings and designs under the personal direction of the instructor. In such a way it is aimed to provide the student with a working equipment of practical projects and enterprises. Lectures and discussions are introduced when appropriate.

EDUCATIONAL SOCIOLOGY I.**Purpose.**

The subject of Educational Sociology aims to give the prospective teacher a view of the entire field of educational and social endeavor in order to enable her to understand and to evaluate educational practice in the light of social progress.

Scope.

In the introductory course the approach is made through a study of the structure and origin of the social economy with special emphasis upon the status of education therein. A critical study is made of the source and nature of the social virtues and the laws of group behavior. While the more technical phases of the subject are avoided, an effort is made to have the student understand the methods of interpreting social statistics and the methods of isolating and defining educational aims and standards. In this way the objectives of physical, vocational, cultural and social education will be analyzed and elaborated.

Method.

The course consists mainly of lectures and discussions with occasional suggested library readings to familiarize the student with sociological literature.

EDUCATIONAL SOCIOLOGY II.

Purpose.

This course is planned to give the prospective and professional teacher such a type of training as will enable her to view the actual classroom activities in their proper social perspective.

Scope.

Special consideration will be given to the educational problems imposed by the social changes following the war. Considerable attention will be given to the formulation of curricula and standards of attainment in harmony with the social tendencies of the times. Teaching methods in harmony with the laws of group psychology will be suggested.

Method.

This course presupposes an elementary knowledge of sociological methods and will involve the preparation by the students of papers on individual problems of special interest to them.

PEDAGOGY I.

Purpose.

Application of principles learned in Psychology I and II to the training of the *individual* pupil. The formulation of educational laws and principles. The discussion of educational aims and values. Inquiry into the origin of studies and the nature of the curriculum. Discussion of educational theories.

Method.

Readings from a text with notes and reports thereon; assignments of special readings from library; discussions; lectures and explanations; interpretations. Discussions of problems arising in the training school and an attempt to find principles learned in the class to aid in the solution of said problems.

Scope.

Discussion (1) of educational aims; general aim, differentiated as adjustment, social, moral, that of complete living; formal aims compared and contrasted with content aims; (2) educational values; preparatory, introductory, practical, socializing, moral and conventional values; cultural values. The curriculum; value of the humanities, the sciences, of philosophy. Educational theories.

PEDAGOGY II.

Purpose.

Application of sociological principles to the training of the *group*. Emphasis is shifted from the individual to the needs of society. The

relation of the individual to his social environment is considered. An attempt is made to analyze the various social groups; the family group, the play group, the community, the school, the church, the state, and their relation to the child and to education. The ultimate purpose is to attain a conception of socialized education.

Method

EDUCATIONAL PSYCHOLOGY II.

Purpose.

The organization and formulation of the principles developed in Psychology I. To show the relation between muscular and mental training and the way in which vocational training may be made a means in mental training.

Method.

In addition to the method employed in Psychology I, the students are exercised in frequent repetitions of definitions, laws and principles until

HUMBOLDT STATE NORMAL SCHOOL, ARCATA, CALIFORNIA



These buildings when completed will cost about \$450,000. Construction work on the central unit costing \$300,000 will be started about June 1.

relation of the individual to his social environment is considered. An attempt is made to analyze the various social groups; the family group, the play group, the community, the school, the church, the state, and their relation to the child and to education. The ultimate purpose is to attain a conception of socialized education.

Method.

Readings from a text on sociology, library readings, reports and discussions, lectures, quizzes, taking of notes, making local school surveys, interpretations, explanations, summaries and conclusions.

Scope.

Relation of sociology to education; discussion of social organization and social groups; the state and education, democracy and education; the evolution of the modern school. Educational surveys, socialization of the program, the school, and teaching methods.

EDUCATIONAL PSYCHOLOGY I.**Purpose.**

1. To acquaint the student-teacher with the aspects that constitute the child as a psycho-physical organism; to lay a foundation for a process of training the individual most economically and effectually in such experiences as will function in self-development, physically, mentally, morally and spiritually.

2. To equip the student with a body of laws and principles which will guide him in methods of procedure.

Method.

Assignment of readings, topical reports, discussions, experiments, lectures, tests, reviews, and summaries.

Scope.

The field covered in this first course embraces the physical organism as a factor in human thinking; the nervous system; sense organs; process of perception; mind as a spiritual process through the physical organism as a means; the image-forming mental processes; association and memory; understanding, judgment and reasoning.

EDUCATIONAL PSYCHOLOGY II.**Purpose.**

The organization and formulation of the principles developed in Psychology I. To show the relation between muscular and mental training and the way in which vocational training may be made a means in mental training.

Method.

In addition to the method employed in Psychology I, the students are exercised in frequent repetitions of definitions, laws and principles until

they become automatic. Class methods in training and thinking are employed. Exercises are given in inductive and deductive forms of teaching until the students clearly apprehend them. The rational application of principles to concrete work of the common school is made.

Scope.

Review of the work covered in Psychology I. Emphasis is placed on application of principles developed in said course to the teaching process. Stress is laid on concept-building and inductive and deductive forms of thinking. Standardized mental testing.

ORAL EXPRESSION.

Purpose.

This course aims to train the student in the arts and devices of effective reading and reading methods. The importance of such training to the prospective teacher is obvious.

Scope.

Studies in oral interpretations of the varied types of literature, exercises in voice and physical culture, studies in the use and abuse of phonics form an important part of the course.

Method.

The work is planned to present the subject matter in interesting and appealing variety. Lectures, drills, discussions, debates, interpretative readings, programs, extemporaneous speaking are planned to follow each other in pleasing contrast.

STORY TELLING.

Purpose.

The purpose of this course is to train the teacher to tell a story simply, clearly, spontaneously, directly, and dramatically. Effective ability in this art is not only one of the basic requirements to successful teaching but forms a delightful cultural accomplishment as well.

Scope.

Varied types of stories are taken up for class study and interpretation. Such types as nursery rhymes, fairy and folk tales, myths, legends, fables, hero stories, animal and nature stories, realistic stories, etc., are especially emphasized.

Method.

The students are trained to analyze, present and criticize such types of stories as are suitable. The choice and dramatization of stories, the preparation of holiday programs and comparative studies from the most practical textbooks will be involved in the presentation of this work.

WESTERN HISTORY.

Purpose.

To furnish the student with the knowledge, method, spirit and incentive by which the children of the public schools become more intelligent, useful and loyal citizens of the Commonwealth of California, and properly appreciative of the great republic of which they are a vital part.

Scope.

The course will include a preliminary survey of the Spanish and Mexican periods: Western migration in the United States (including progress of migration and settlement, with motives and ideals in the development of the West); the Mexican War period in the Southwest (showing how California came to be a part of the United States, with consequent advantages to both nation and state). This will be followed by a detailed study of the history of California as a state with especial emphasis upon the physiographic forces underlying its economic and social growth and development. Considerable emphasis will be put upon a study of the relations with the Orient, the problems of Asiatic immigration, the influences of the Panama Canal and international trade.

Method.

The method of procedure involves lectures, discussions and supplementary readings.

AMERICAN LITERATURE.

Purpose.

To give the student an adequate idea of American thought and life as expressed in American literature, both past and present, and to afford a comparative view of present day American literature with those contemporary literatures with which it is so closely allied, guiding the student in his selection of recreational reading.

Scope.

The meaning of America is to be found in its literature and it is for that meaning that this course seeks, in a careful study of the beginnings of our literature, the sources from which it sprang, and its development, with the influences which were brought to bear upon it. Its essential oneness with British literature, of which English, Canadian and Australian literatures may be regarded as other branches, is emphasized, and each period examined in the light of contemporary English thought. Then the evolution of the "American Idea" is sought in the utterances of her men of letters.

Method.

A library collection of books sufficient for the needs of a large class is furnished. The last half of the course is devoted to a brief survey of contemporary literature, at home and abroad, and much use is made of the files of library magazines.

ENGLISH LITERATURE.**Purpose.**

To furnish the historical background and a basis of selection for as wide a reading of standard authors as possible, and thus to provide norms for the evaluating of literature.

Scope.

This course covers the history of English literature from the beginnings of the language to the end of the Victorian period. Special emphasis is placed on world movements which found one form of their expression in English literature, and the close interrelation of that literature with European history and literature is kept continually in mind.

Method.

Reports, discussions and readings from individual authors illustrate and vivify the general background. Literature is the interpretation of the life of the race and should be approached from that point of view.

MUSIC I.**Purpose.**

This course aims to give the teacher such training in the fundamentals of music as will enable her to present the subject effectively in the elementary grades of the public school.

Scope.

The course embraces studies in ear training, voice, dictation, sight reading, materials and methods. Special emphasis is laid upon the development of tone thinking and the sense of rhythm. Such problems as the care of the child's voice, methods of training monotones, etc., will be included.

Method.

An effort will be made to present the subject matter in interesting and effective ways. Much time will be spent upon practical exercises.

MUSIC II.**Purpose.**

The advanced course in music aims to give the prospective teacher a deeper appreciation of music as a means of social expression and recreation.

Scope.

The course involves a consideration of the more difficult problems in musical methods, an appreciative study of the significant musicians, and some attention to the more difficult phases of music technique. Orchestra music and community singing are also to be considered.

Method.

Lectures, discussions, illustrative musical programs. Each student is required to demonstrate his or her mastery of the subject matter and methods by actual class practice teaching.

PENMANSHIP.**Purpose.**

To teach plain, rapid muscular movement business writing. This course aims to provide the student with an elastic system of penmanship which can easily be adapted to the Palmer, Ransom or Zanerian systems.

Scope.

This method is designed to produce practical results in the school-room as well as in the business world. The questions considered are materials, texts, position, movement, and plain, rapid forms for study and practice. Methods for acquiring arm movement are given in detail. Correct classification of plain and capital letters and figures is given. Movement exercises, their general application to forms of letters will be carefully demonstrated. Problems of teaching the primary pupils and how to start beginners are taken up. The handling of the left-handed pupil is considered. Blackboard duties, possibilities and necessities, power of example, methods of securing systematic practice, the grading of pupils, lesson plans and methods for all grades will also be included.

Method.

Presentation will involve discussions, lectures and actual penmanship drill exercises.

PHYSICAL EDUCATION.**Purpose.**

This course aims to give the teacher a practical appreciation of the fundamentals of physical health, grace and beauty.

Scope.

The physiological basis for certain health exercises, sitting and standing postures are given consideration. Special attention is given to attractive folk dances and singing games. Elementary technique in solo and group æsthetic dancing, suitable drills for entertainments, play-

ground activity, and gymnastic exercises constitute the major part of the course.

Method.

The entire course is given from the point of view of the prospective teacher and every effort will be made to inculcate the methods of presenting the subject by example rather than by precept.

AGRICULTURE I.

Purpose.

To prepare students to give satisfactory instruction in elementary agriculture.

Method.

Recitations from bulletins, text, and library references. Laboratory demonstrations, out-of-door work.

Scope.

Soil; its origin, types and properties. Management of soil fertility. Drainage, irrigation, dry farming. Farm crops: grains, weeds, fiber crops, grasses, legumes, roots and tubers. Silos and silage.

AGRICULTURE II.

Purpose.

Same as Agriculture I. Also to arrange the information upon a proper pedagogical basis for presentation in elementary schools.

Method.

Same as in Agriculture I. Also a study of textbooks suitable for California conditions. Sequence of subjects. Lesson plans.

Scope.

Plant diseases, insects, spraying. Feeds and feeding. Horses, dairy and beef cattle, sheep, swine, poultry. Dairy products, milk and cream testing. Live-stock judging. Library work and elementary texts.

GENERAL SCIENCE.

Purpose.

To enable teachers to present elementary science in the upper grades in the most efficient manner.

Method.

Recitation and laboratory work to acquaint students with the principles of the subject.

Scope.

Properties of matter. Relations to plant and animal life. Meteorology, physics and chemistry. Effects on local environment.

Experimental work to demonstrate elementary facts and principles in connection with everyday phenomena.

HORTICULTURE I.

Purpose.

To establish a foundation in elementary plant physiology through a study of the growth and development of plants under various environments.

Method.

Recitations on text and references. Laboratory work in elementary plant physiology.

Scope.

Study of growth and development of plants and the effect of environment on the development of plants. Types of plants.

HORTICULTURE II.

Purpose.

The importance of our horticultural industries, the breadth and scope of the horticultural adaptations in California makes necessary the study of horticulture to enable students to teach agriculture to the best advantage.

Method.

By recitations from text and library references, laboratory and field work.

Scope.

Principles of fruit and horticultural practice. Plant diseases, insects, sprays and spraying, pruning, grafting, budding. Selection and care of decorative plants. Gardening, landscape work.

NATURE STUDY.

Purpose.

To prepare teachers through imparting a fund of nature study knowledge, cultivating a deeper love for nature and keener powers of observation.

Method.

Field trips, identification of material, preparation of booklets, library references, recitation work. Lesson and grade outlines.

Scope.

Study of trees, flowers, birds, animals. Identification, habits of growth. Economic value. Conservation.

DOMESTIC ART.

Purpose.

The course aims to provide the teacher with such practical ability that she may become a positive factor in the training of future home-makers.

Scope.

The course will include training in the following phases of household arts: Hand sewing: all the fundamental stitches, their uses and applications. Machine sewing: use of the sewing machine and attachments; care of machine. Patterns: drafting patterns; use of standard patterns; methods of alteration and fitting. Garments: cooking uniform; undergarments; graduation dress; study of materials suitable; economy in cutting; combination of hand and machine sewing. Textiles: study of cotton, flax, silk and wool.

Designing, cutting, fitting and making plain waists and dresses. Study of costume design. Personal habits: neatness; skill in handling materials; good taste in selecting designs and materials; economy in buying. Study of budgets.

DOMESTIC SCIENCE.

Purpose.

This course aims to give the student a broader appreciation of the significance of household arts as a social factor and to give her such a training and knowledge as will enable her to be of practical service to her school community along the lines of food preparation and nutrition.

Scope.

The following topics suggest the scope of the course: Preliminary: housekeeping duties; individual duties; knowledge of utensils; study of fuel and stoves; measurements and abbreviation; methods of work in laboratory. Study of foods: classification; source; composition; history; cultivation; cost; marketing; dietetic value; digestibility. Food preparation: care of foods in the home; purity of foods; seasonable foods; methods of cookery; principles involved; temperature; physical and chemical changes; study of variations and combinations; balanced rations; economy in materials and labor; household accounts; planning school courses; preservation of foods; school lunches; camp cookery; table service; menus. Personal habits: neatness; judgment; accuracy; concentration; co-operation; resourcefulness; skill.

ELEMENTARY MANUAL TRAINING.

Purpose.

The subject of Industrial Arts is of growing importance as an Elementary School subject. It aims to train the teacher to interpret the

industrial life of modern times through the agency of representative construction projects.

Scope.

Paper work: cutting; tearing; folding; weaving; garlands; flowers; baskets; transparencies; furniture; familiar articles; bookbinding; posters. Reed and raffia: knotting; braiding; weaving; basketry. Weaving: rugs; towels; doll clothing; holders; hammocks. Spool knitting. Use of parquetry paper and gummed rings.

MANUAL TRAINING I.

Purpose.

To give the teachers of the country schools a course in Manual Training that can be adapted to any surroundings; to make Manual Training a real, not a theoretical, subject.

Scope.

How to find and use materials at home and around the school—clay, plaster of paris, cement, papier mache, toy compound and toys. Pottery modeled, cast, glazed, and fired.

Method.

Discussions. Classroom work in modeling, plaster casting, cement casting, toy making and pottery.

MANUAL TRAINING II.

Purpose.

To give the teachers a sympathetic understanding of some of the world's industrial problems and a certain amount of definite skill in the use of tools.

Method.

Discussions, drawings, blue prints, the shop, tools, machinery, sandpapering, staining, finishing, etc.

Scope.

Classroom construction of simple objects from drawings made by the student. Objects constructed by class as follows: bread boards, sleeve boards, clothes racks, stools, bookracks, writing desks, tables, hall seats, etc.

LIBRARY TRAINING.

Purpose.

The course in Library Training serves a twofold purpose: to provide the student with a working knowledge of books and libraries as tools of his trade, both as student and teacher: and to equip him with the

minimum essentials in the administration of small school libraries, with special emphasis on California conditions.

Scope.

The evolution and history of the book, its manufacture and care, its special parts, and the card catalogue as a guide to it; reference books, their scope and use and selection; reference aids aside from books (magazines, bulletins, pamphlets, etc.) and bibliographies comprise the first half of the course. In administration of school libraries, the simplest processes are taught, and lists of books for purchase compiled from the standard aids and discussed in class. California school library law and its working is carefully analyzed and applied to particular conditions which are within the student's knowledge.

Method.

Lesson plans for teaching care and use of books in elementary grades are made and revised, and the results of the whole course compiled in a notebook which is indexed and can serve as a text and guide for the teacher-librarian in a small school.

The Training School.

The training school is composed of the first eight grades of the city school system. As soon as possible an ungraded class will be added. A carefully worked out, correlated course of study has been prepared by the supervisors and approved by the president of the school.

Each candidate for graduation, except certificated teachers having two years experience, is required to observe the work in the training school one period daily for ten weeks. She then begins her work in teaching, carrying one period for sixty-three weeks. At the end of her course her record must show sixty-three weeks of successful and satisfactory teaching.

It is the purpose of the school to change the subject and the grade in which the practice teaching is done every nine weeks, thereby affording the normal school student an opportunity to teach every subject while she teaches but one subject in each grade. The course in methods, and observation of the work in other grades, should prepare her to work successfully in any grade. All supervision of the practice teaching in the model training school is done by subject.

The normal teacher who gives content review of a common branch to normal students also supervises the teaching of her branch in the model training school. She also gives a method course for her subject each term of the year for those who are actually teaching the subject at that time.

Library.

The Humboldt State Normal School Library is pleasantly situated in a large, well-lighted room, equipped for study purposes. Since it

is the aim of the school to make it a laboratory for every course, students do much of their preparation there. It contains about 7,000 volumes, all selected within the past four years, with a view to their maximum efficiency and made available by a modern card catalog. The collection of reference books is very complete and up to date and each special subject is provided for by late and standard authorities. There is no dead wood, no out-of-date material.

Special collections of finely illustrated books for children, and of books for their general reading, are highly suggestive to the elementary teacher. Forty-eight magazines come regularly, and the Readers Guide affords an index to these and to the files of past years. Several thousand pictures are cataloged and filed, and a constantly growing collection of pamphlet and clipping material both afford valuable sources for reference and offer suggestions to the student as to supplementary material which can be obtained for her own teaching at little or no cost. The importance to the prospective teacher of a thorough familiarity with material of this sort, and with the literature of her profession is very great, and the opportunity of forming "the library habit" is by no means one of the least important which attendance at a professional school affords.

Correspondence Extension Department.

On September 1, 1917, a correspondence extension department was put in operation by Humboldt State Normal School.

Those courses which can be given effectively by correspondence are offered. All credits earned in the extension department will apply toward graduation.

The following subjects are offered:

Educational Psychology I	Hygiene	English Literature
Educational Psychology II	Sewing	Review Grammar
Educational Sociology I	General Science	Review Arithmetic
Educational Sociology II	Horticulture I	Review History
Pedagogy I	Nature Study	Review Geography
Pedagogy II	Cooking	Penmanship
Agriculture I	Elementary Manual Training	Drawing I

Application blanks for the Correspondence Extension Department will be furnished upon request.

Rural School Supervision and Extension Service.

At the beginning of the school year 1918-1919 a system of rural school supervision and extension service was inaugurated by Humboldt State Normal School. The thirty elementary schools located nearest the normal school were divided into eight groups, and each group was assigned to a member of the regular faculty of the normal school. Each group is visited one day each week by its regular supervisor. All of the forty-seven teachers in the thirty schools are visited by three special supervisors.

One special supervisor directs the work in drawing and penmanship. Another special supervisor directs the work in music and physical education. The third special supervisor directs the library work of all the thirty schools not belonging to the county free library. The normal school library is used with as much freedom for the assistance of the rural schools as it is for normal school purposes.

Mendocino, Trinity, and Del Norte Counties arranged with the Humboldt State Normal School for the services of a rural supervisor to assist in the supervision of the educational work of these counties. Before July 1, 1919, practically every school in these counties will have been visited and supervised. District institutes have been conducted in each county.

Since the inauguration of this field service Sonoma, Lake, Colusa, Sacramento, Modoc and Siskiyou counties have arranged for the services of the field supervisor.

This movement is only five months old and already nine counties have arranged to take advantage of the expert service offered.

All counties desiring this service for 1919-1920 should complete arrangements before July 1, 1919.

For any additional information desired, address President N. B. VAN MATRE, Arcata, California. For application blank see last page. All of the provisions of this catalog will be effective for students entering after June 15, 1919.

EMPLOYMENT OF GRADUATES

Every one of the one hundred seventy-eight graduates has been placed or offered one or more positions, and even then about 65 per cent of the calls made upon the school for teachers remain unfilled. Many experienced rural teachers have graduated and taken city positions.

ROSTER OF STUDENTS WHO HAVE ATTENDED HUMBOLDT STATE NORMAL SCHOOL.

Name	County	Name	County
1. Anderson, Frank	Humboldt	62. Samuelson, Martin	Humboldt
2. Armstrong, Mabel	Humboldt	63. Smith, Ethel	Humboldt
3. Averell, Ana	Humboldt	64. Sorenson, Alice	Humboldt
4. Baker, Susie	Humboldt	65. Spaulding, B.	Humboldt
5. Baldwin, Nellie	Humboldt	66. Stephens, Edith	Humboldt
6. Barter, Sarah	Humboldt	67. Stephens, Margaret	Humboldt
7. Bloemer, Grace	Humboldt	68. Suhr, Melania	Humboldt
8. Bloemer, May	Humboldt	69. Todd, Clara	Humboldt
9. Bonniksen, Christine	Humboldt	70. Tuohey, Marjorie	Humboldt
10. Bonstell, Alma	Humboldt	71. Vassaide, Marie	Humboldt
11. Bull, Bernice	Humboldt	72. Van Anderson, L.	San Francisco
12. Burket, Sarah	Humboldt	73. Van Anderson, M.	San Francisco
13. Carlson, Chester	Humboldt	74. Van Matre, B.	Humboldt
14. Chaffey, Margaret	Humboldt	75. Westdin, Marie	Humboldt
15. Christy, Myra	Humboldt	76. Wilson, Elizabeth	Humboldt
16. Clayton, Anna	Alameda	77. Wilson, Mattie	Humboldt
17. Coppini, Josephine	Humboldt	78. Zehnder, Julia	Humboldt
18. Crawford, Joe	Humboldt	79. Anderson, George	Humboldt
19. Crawford, Tressa	Humboldt	80. Barber, Ruth	Humboldt
20. Davies, Annette	Humboldt	81. Barker, Lavinia	Humboldt
21. Davis, Gladys	Humboldt	82. Benton, J. F.	Humboldt
22. Downs, Clara	Humboldt	83. Blake, Lydia	Humboldt
23. Drake, Vera	Humboldt	84. Brizard, Margaret	Humboldt
24. Foster, Mary	Humboldt	85. Brizard, Nellie	Humboldt
25. Fulwider, Katherine	Humboldt	86. Brown, Ralph	Humboldt
26. Gale, Alice	Humboldt	87. Bush, Mildred	Humboldt
27. Graham, Leslie	Humboldt	88. Campbell, Florence	Humboldt
28. Gray, Charles	Humboldt	89. Campbell, James	Humboldt
29. Gray, Loftus	Humboldt	90. Campbell, Linda	Humboldt
30. Greta, Eden	Humboldt	91. Carlson, Hildegard	Humboldt
31. Groom, Edith	Humboldt	92. Carlson, Walter	Humboldt
32. Handy, Savanna	Humboldt	93. Christie, Gladys	Humboldt
33. Harpst, Nora	Humboldt	94. Clark, Mansel	Humboldt
34. Hart, Frances	Humboldt	95. Combs, Ora	Tehama
35. Heinbach, Orpha	Humboldt	96. Courtwright, G.	Humboldt
36. Horton, Harold	Humboldt	97. Conant, Zelma	Humboldt
37. Johnson, Anna	Humboldt	98. Cragen, Thomas	Humboldt
38. Jones, Mildred	Humboldt	99. Cropp, Mabel	Humboldt
39. Krohn, Bertha	Humboldt	100. Cropp, Mabel	Humboldt
40. Keary, Nellie	Humboldt	101. Davis, Maude	Humboldt
41. Lindstrand, Marie	Humboldt	102. Day, Cynthia	Humboldt
42. Liscom, George	Humboldt	103. Dodge, Dorothy	Humboldt
43. Lowden, George	Humboldt	104. Dodge, Eleanor	Humboldt
44. Mahan, Agnes	Kern	105. Dodge, Marie	Humboldt
45. Marohnich, John	Humboldt	106. Dolson, A.	Humboldt
46. McClaskey, Bertha	Humboldt	107. Drake, Velma	Humboldt
47. McCutcheon, Florence	Humboldt	108. Dubeault, Ellen	Humboldt
48. Meng, Constance	Humboldt	109. Eglos, L. V.	Humboldt
49. Moranda, Henrietta	Humboldt	110. Ecklund, Elizabeth	Humboldt
50. Morrell, Chester	Humboldt	111. Engle, Eunice	Humboldt
51. Morrison, Helen	Humboldt	112. Ensign, Elnora	Humboldt
52. Musselman, Edith	Humboldt	113. Esser, E. S.	San Joaquin
53. O'Connor, Arietta	Humboldt	114. Fehely, Crystal	Del Norte
54. Pedrotti, Gertrude	Humboldt	115. Foster, Anna	Humboldt
55. Pedrotti, Myrtle	Humboldt	116. Foster, Idabell	Humboldt
56. Pehrson, Eleanor	Humboldt	117. Foster, Martha	Humboldt
57. Preston, Minnie	Humboldt	118. Fulmor, Florence	Humboldt
58. Quear, Eva	Humboldt	119. Gale, Alma	Humboldt
59. Rease, Wilber	Humboldt	120. Gale, Charlotte	Humboldt
60. Richards, Lavonia	Humboldt	121. Gale, Mildred	Humboldt
61. Sage, Rhea	Humboldt	122. Garcelon, Pearl	Humboldt

Name	County
123. Garner, Laura	Humboldt
124. Gastman, Joy	Humboldt
125. Gaynor, Alethe	Humboldt
126. Gaynor, Catherine	Humboldt
127. Gaynor, Elenore	Humboldt
128. Glenn, Elizabeth	Humboldt
129. Grotzman, Violet	Humboldt
130. Gunn, Viola	Lake
131. Hamann, Clara	Humboldt
132. Hanson, Gladys	Humboldt
133. Hess, Jeanette	Humboldt
134. Horel, Ruth	Humboldt
135. Hunt, Jessie	Humboldt
136. Hunter, Gemma	Humboldt
137. Hutchinson, Mabel	Humboldt
138. Jarvis, Hazel	Humboldt
139. Jarvis, Zola	Humboldt
140. Jones, Irma	Humboldt
141. Kaahan, John	Humboldt
142. Keltner, Edith	Humboldt
143. Knapp, Vida	Humboldt
144. Langford, Ethel	Humboldt
145. LeVeque, Mary	Humboldt
146. Matthews, Maybelle	Humboldt
147. May, Georgia	Humboldt
148. McDonald, Idell	Trinity
149. Moranda, Hazel	Humboldt
150. Myers, Laura	Humboldt
151. Newell, Emma	Humboldt
152. Nixon, Mabel	Humboldt
153. Parton, Mary	Humboldt
154. Peterson, Esther	Humboldt
155. Putman, Ola	Humboldt
156. Ricks, May	Humboldt
157. Roberts, Hazel	Humboldt
158. Roberts, May	Humboldt
159. Robertson, Hazel	Humboldt
160. Seely, Dorothy	Humboldt
161. Seely, Olive	Humboldt
162. Shaw, Ernest	Humboldt
163. Sherburne, Zaida	Humboldt
164. Smith, Luella	Humboldt
165. Smith, Marie	Humboldt
166. Spetz, Katherine	Humboldt
167. Stewart, Georgia	Humboldt
168. Sundberg, Laura	Humboldt
169. Sweet, Anna	Humboldt
170. Tryon, Fay	Humboldt
171. Turner, Marion	Humboldt
172. Vassaide, Zelia	Humboldt
173. Viehwegwer, Mrs. P.	Humboldt
174. Westdin, Theodore	Humboldt
175. Whitmore, Myrtle	Humboldt
176. Wiley, Rease	Humboldt
177. Wood, Helen	Humboldt
178. Woodcock, Percy	Humboldt
179. Acheson, Lucy	Humboldt
180. Acorne, Leona	Humboldt
181. Aggeler, Florence	Humboldt
182. Aggeler, Hazel	Humboldt
183. Alexander, Eula	Humboldt
184. Anderson, Esther	Humboldt
185. Anderson, Lloyd	Humboldt
186. Anderson, Paul	Humboldt

Name	County
187. Anderson, Susie	Humboldt
188. Atkeson, Grace	Humboldt
189. Bang, Gladys	Humboldt
190. Benbow, Jessie	Humboldt
191. Brauer, May	Shasta
192. Carolan, Jane	Humboldt
193. Carrol, O.	Humboldt
194. Chaffey, Evelyn	Humboldt
195. Cooper, Amy	Humboldt
196. Dartt, Muriel	Trinity
197. Davis, Dorothy	Humboldt
198. Davis, Gilbert	Nevada
199. De Martin, Emma	Del Norte
200. Douarin, Ida	Humboldt
201. Ensign, Chester	Humboldt
202. Fletcher, Emma	Humboldt
203. Fletcher, Hazel	Humboldt
204. Ford, Anna	Humboldt
205. Foster, Bessie	Humboldt
206. Foster, Sidney	Humboldt
207. Fraser, Alice	Humboldt
208. Fraser, Miriam	Humboldt
209. Gastman, Alene	Humboldt
210. Graham, Earl	Humboldt
211. Greenwood, Dulcie	Humboldt
212. Gunderson, Annie	Humboldt
213. Hanson, Violet	Humboldt
214. Haugh, Alice	Humboldt
215. Hazelton, Ruth	Humboldt
216. Hemphill, Effie	Humboldt
217. Hewitt, John	Humboldt
218. Hill, Ruth	Humboldt
219. Holmes, Karen	Humboldt
220. Horn, Mabel	Del Norte
221. Hughes, Winifred	Tehama
222. Hunt, Russell	Humboldt
223. Hunt, Will	Humboldt
224. Hynding, Anna	Humboldt
225. Irons, Mitchell	Humboldt
226. Jacobsen, Matilda	Humboldt
227. Jamison, Pearl	Humboldt
228. Jicha, George	Humboldt
229. Jicha, Vencle	Humboldt
230. Johansen, Marie	Humboldt
231. Johansen, Alma	Humboldt
232. Kirkpatrick, N.	Humboldt
233. Knudsen, Ellen	Humboldt
234. Landergen, Sybil	Humboldt
235. Larson, Eugenia	Humboldt
236. Leavey, T. E.	Humboldt
237. Le Veque, Edward	Humboldt
238. Lind, Laura	Humboldt
239. Lyster, Ruth	Humboldt
240. MacPherson, Mary	Humboldt
241. MacPherson, Maude	Humboldt
242. Mankin, Zella	Humboldt
243. Mason, Katherine	San Francisco
244. Mason, Ruth	Humboldt
245. McCarthy, John	Humboldt
246. McCloskey, Katherine	Humboldt
247. McElroy, Helen	Merced
248. McIntosh, Etta	Humboldt
249. Miller, Enie	Humboldt
250. Miller, May	Humboldt

Name	County	Name	County
251. Morrell, Vera	Humboldt	315. Dolson, Noelle	Mendocino
252. Morrison, Deda	Humboldt	316. Ford, Anna	Humboldt
253. Nelson, George	Humboldt	317. Fulmor, Dorothy	Humboldt
254. Nelson, Howard	Humboldt	318. Hamilton, Ruth	Del Norte
255. Nelson, Verna	Humboldt	319. Handelin, Stella	Humboldt
256. Neuhaus, Irma	Humboldt	320. Hansen, Agnes	Humboldt
257. Nickolson, Ethel	Humboldt	321. Hansen, Esther	Humboldt
258. Noe, May	Humboldt	322. Hansen, Roberta	Humboldt
259. Nordquist, Olga	Humboldt	323. Hansson, Genevieve	Humboldt
260. Ohman, Ethel	Humboldt	324. Harlan, Gertrude	Humboldt
261. Parks, Lela	Humboldt	325. Hayes, Ruth M.	Santa Clara
262. Parton, Eugene	Humboldt	326. Heckman, Herman	Butte
263. Peterson, Dorothy	Humboldt	327. Hepler, Lorena	Del Norte
264. Rew, Carolyne	Humboldt	328. Hill, Anna	Humboldt
265. Roller, May	Humboldt	329. Hinch, Vera	Humboldt
266. Rotermund, Alice	Humboldt	330. Hoover, Frank	Humboldt
267. Ryden, Edgar	Humboldt	331. Hough, Esther	Humboldt
268. Sage, Clyde	Humboldt	332. Hughes, Rose	Humboldt
269. Sapp, Ceva	Humboldt	333. Jones, Helen	Solano
270. Scott, Veronica	Humboldt	334. Kermode, Agnes	Napa
271. Silva, Rose	Humboldt	335. Lanini, Mabel	Humboldt
272. Smith, Edith	Humboldt	336. Lanini, Mary	Humboldt
273. Smith, Mrs. Lyle	Humboldt	337. MacArthur, Joy Lois	Napa
274. Sundquist, Ena	Humboldt	338. McCready, Lola	Humboldt
275. Taylor, Blanche	Humboldt	339. McGruder, Helen	Alameda
276. Teal, Myrtle	Humboldt	340. McLean, Fannie	Humboldt
277. Thatcher, Muriel	Humboldt	341. McMullen, George	Modoc
278. Tilley, Carolyn	Humboldt	342. Neall, Sidney F. N.	Sonoma
279. Tilley, Miriam	Humboldt	343. O'Donnell, Eleanor	Humboldt
280. Tinkay, Randolph	Humboldt	344. Peine, Esther	Del Norte
281. Tonini, Candina	Humboldt	345. Preston, La Verne	Humboldt
282. Warren, Corrine	Los Angeles	346. Robb, Georgia	Humboldt
283. Wible, Ellen	Humboldt	347. Rowley, Gladys	Humboldt
284. Woodcock, Leighton	Humboldt	348. Salstrom, Sadie	Humboldt
285. Woods, Henrietta	Humboldt	349. Teal, Ella	Humboldt
286. Wymore, Ralph	Humboldt	350. Turner, Jessie	Mendocino
287. Yates, Rose	Humboldt	351. Turner, Mary	Humboldt
288. Zimmerman, Lily	Humboldt	352. Wandling, Harry	Modoc
289. Schneider, Marie	San Joaquin	353. Wood, Leona	Humboldt
290. Acorn, Effie	Humboldt	354. Falk, Audrae	Humboldt
291. Barter, John	Humboldt	355. Hitchcock, Florence	Humboldt
292. Beasley, Katherine	Humboldt	356. Thornton, Grace	Santa Clara
293. Brown, Elinor	Humboldt	357. Tracy, Harriet	Humboldt
294. Grothe, Rose	Mendocino	358. Boehne, Marie	Humboldt
295. Horton, Ray	Humboldt	359. Archer, Lester	Tulare
296. Roberts, Mrs. C.	Humboldt	361. Forbes, Hazel	Humboldt
297. Ross, Jessie	Humboldt	362. Graham, Sarah	Humboldt
298. Stewart, Hugh	Humboldt	363. Harmon, Brenda	Humboldt
299. Stauer, H. J.	Humboldt	364. Hill, Nova	Humboldt
300. Malone, Eugene	Del Norte	365. Hitchings, Helen Frances	Humboldt
301. Haw, Doris	Humboldt	366. Johnson, Mary E.	Humboldt
302. Malone, Leah	Del Norte	367. Lawson, Anna	Humboldt
303. Briscoe, Mabel	Humboldt	368. Matthews, Jennie	Humboldt
304. Harvey, Mrs. M. Elizabeth	Sonoma	369. Monroe, Blanche	Humboldt
305. Beckwith, Carolyn	Humboldt	370. Ross, Jessie	Humboldt
306. Dodge, Monica	Humboldt	371. Slingsby, Nellie	Humboldt
307. Adams, Mrs.	Humboldt	372. Baldwin, Marian	Del Norte
308. Asselstine, Dorothy	Humboldt	373. Johnson, Marguerite	Humboldt
309. Barber, Ada	Humboldt	374. Davies, Irven W.	Sutter
310. Canty, Annie	Humboldt	375. Ford, Oren	Tulare
311. Carroll, Katherine	Humboldt	376. Hill, Sidney E.	Humboldt
312. Coonan, Madeline	Humboldt	377. Lee, Roy E.	Butte
313. Courtright, Gillis	Humboldt	378. Philips, Burke D.	Humboldt
314. Curneen, Austin	Del Norte	379. Sinclair, Doris	Humboldt

Name	County	Name	County
381. Allard, Jessie -----	Humboldt	448. Knapp, Vida -----	Humboldt
382. Allard, Mabel -----	Humboldt	449. Knudsen, Hattie -----	Humboldt
383. Copsey, Veda -----	Humboldt	450. Lattin, Carlotta -----	Del Norte
384. Foster, Elizabeth -----	Humboldt	452. Mahan, Ray -----	Humboldt
385. Hodgson, Zoea -----	Humboldt	453. Mahoney, Clara -----	Humboldt
386. Lima, Rose -----	Humboldt	454. Matthews, Anabel -----	Humboldt
387. Smith, Doris -----	Humboldt	455. McGlaughlin, Lola -----	Humboldt
388. Bigelow, Leila -----	Trinity	456. Nye, Regina -----	Humboldt
389. Blair, H. Horton -----	Lake	457. Parton, Mary Elizabeth -----	Humboldt
390. Brewster, Lenora -----	Shasta	458. Patenaude, Chester -----	Humboldt
391. Clancy, Alice -----	Humboldt	459. Patton, Dewey -----	Mendocino
392. Dunphy, Margaret -----	Minnesota	460. Perrott, Nellie -----	Humboldt
393. Dahringer, Celia -----	Sacramento	461. Philips, Donald -----	Humboldt
394. Fickes, George A. -----	Solano	462. Raker, Pearl -----	Lassen
395. Greeley, Emma -----	Stanislaus	463. Rice, Ruth Deiz. -----	Oregon
396. Hackmann, Christine -----	Monterey	464. Sherwood, Jessie -----	Mendocino
397. Hackmann, Minnie -----	Monterey	465. Spaulding, Benjamin -----	Humboldt
398. Hartley, Sara -----	Fresno	466. Stenfort, Fern -----	Humboldt
399. Huntington, Henrietta -----	Sacramento	467. Stoller, Essie -----	Santa Clara
400. Hall, H. C., Jr. -----	San Mateo	468. Swanson, Ruth -----	Humboldt
401. Johnson, Alice -----	Del Norte	469. Teal, Myrtle -----	Humboldt
402. Kramer, Peter -----	Sacramento	471. Whiting, Grace -----	Mendocino
403. Kramer, Rena -----	Sacramento	472. Wandling, Mae -----	Modoc
404. Lima, Margaret -----	Mendocino	473. Wilson, Loria -----	Mendocino
405. Masterson, Mary -----	Oregon	474. Nolan, Alice -----	Nevada
406. McCann, Della -----	Humboldt	475. Canty, Mary -----	Humboldt
407. Milotte, Elsa -----	Humboldt	476. Ford, Hattie -----	Tulare
408. Murdock, Anna -----	Humboldt	477. Rigby, Verl -----	Oregon
409. Pearson, Matilda -----	Humboldt	478. Salami, W. D. -----	Syria
410. Robinson, Ann -----	Sacramento	479. West, Fay -----	Humboldt
411. Roscoe, Agnes -----	Humboldt	480. Robinson, Doris -----	Modoc
412. Rupe, Alva -----	Mendocino	481. Lee, Helen -----	Pennsylvania
413. Fotheringham, Helen -----	Sacramento	482. Charonnat, Madeline -----	Nevada
414. Fotheringham, Frances -----	Sacramento	484. York, Henrietta Murel -----	Mendocino
415. Spencer, Irene -----	Oregon	485. Bond, Dorothy -----	Humboldt
416. Spencer, Peter -----	Oregon	486. Cleland, Lucile -----	Mendocino
417. Utter, J. P. -----	Alameda	487. Peterson, Sarah -----	Minnesota
418. Wallace, Blythe -----	Humboldt	488. Roth, Edith M. -----	San Francisco
419. Watson, John -----	Humboldt	489. White, Lillian -----	Humboldt
420. Wilming, Lena -----	Mendocino	490. Gaynor, May S. -----	Humboldt
421. Beer, Lottie -----	Humboldt	491. Wilcox, Vivian -----	Humboldt
422. Beer, Martha -----	Humboldt	492. Foster, Clarissa -----	Humboldt
423. Hall, Mrs. H. C. -----	San Mateo	493. Torgerson, Emma -----	Humboldt
424. DeBerry, Ada F. -----	Shasta	494. Appel, Cellinda A. -----	San Francisco
425. Puckett, Ethel -----	Oregon	495. Bennett, S. Ann -----	Kings
426. Atwell, Florence -----	Humboldt	496. Burkhardt, Ruth M. -----	Oregon
427. Beckwith, Caroline -----	Humboldt	497. Chamberlain, Rosella M. -----	Humboldt
428. Browne, L. S. -----	Placer	498. Damgaard, Rosella -----	Humboldt
429. Bruns, Marie -----	Humboldt	499. Davey, Edna R. -----	El Dorado
430. Bryan, Verna -----	Humboldt	500. Dopplmaier, Anna -----	Humboldt
431. Callahan, Mildred -----	San Francisco	501. Ford, Elida -----	Humboldt
433. Chain, Mrs. John N. -----	Humboldt	502. Gloster, Catherine E. -----	Modoc
435. Duprey, Emily -----	Humboldt	503. Gould, Pearl L. -----	Siskiyou
436. Fallon, Eva -----	Sonoma	504. Griffin, Mary Perris -----	San Joaquin
437. Fallon, Pearl -----	Sonoma	505. Griffiths, Ella -----	Humboldt
438. Falor, Myrtle F. -----	Humboldt	506. Hawk, Mina -----	Modoc
440. Garland, Vesta -----	Humboldt	507. Hickey, J. Berdenah -----	Oregon
441. Graham, Mary E. G. -----	Humboldt	508. Hill, Ward -----	Humboldt
442. Gray, Evelyn -----	Humboldt	509. James, D. H. -----	Modoc
443. Guernsey, Bethel -----	San Joaquin	510. Johansen, Alma -----	Humboldt
444. Hartin, Katherine -----	Humboldt	511. Johnson, William Earl -----	Humboldt
445. Heasman, Marie -----	Humboldt	512. Kelly, Ellen -----	Kern
446. Holzhauser, Selma -----	Mendocino	514. Melendy, Helen C. -----	Humboldt
447. Johnson, Sylvia -----	Stanislaus	515. Menzies, Winifred -----	Humboldt

Name	County
516. Meyer, Gladys Rae.....	Trinity
517. Pampel, Hazel B.....	San Joaquin
518. Power, Emily.....	Humboldt
519. Ruff, Mrs. L. C.....	Butte
520. Taylor, Erma C.....	Tehama
521. Wilhelm, Agnes.....	Humboldt
522. Woodcock, Frank.....	Humboldt
523. York, Juanita.....	Mendocino
524. Zeek, Frank F.....	Mendocino
525. Besemer, Alice.....	Humboldt
526. Chaffey, Mae.....	Humboldt
527. Chambers, Laing.....	Mendocino
528. Chase, Lloid.....	Sacramento
529. Copeland, Zelda Ann.....	Humboldt
530. Cutter, Helen.....	Tehama
531. Davis, Mayo.....	Humboldt
532. Fehely, Vivian.....	Del Norte
534. Henry, Doris.....	Mendocino
535. Lyta, Ollie.....	Mendocino
536. Meller, Margaret.....	Humboldt
537. Mullin, Laura.....	Kern
538. Newby, Marian.....	Ventura
539. Orr, Jessie.....	San Joaquin
540. Petty, Minnie.....	Humboldt
541. Purlenky, Alma Hick.....	Mendocino
542. Reckart, Ardu.....	Humboldt
543. Renner, Mary.....	Humboldt
544. Smith, Gertrude.....	Humboldt
545. Smith, Helen.....	Humboldt
546. Smith, Louisa.....	Oregon
547. Turner, Lois G.....	Del Norte
548. Wells, Mary S.....	Santa Barbara
549. Wilson, Vera.....	Humboldt

Name	County
550. Wirtnen, Imbie.....	Mendocino
551. McDonald, Margaret.....	Humboldt
552. Dillingham, Alta.....	Mendocino
553. Duprey, Alice.....	Humboldt
554. Fitzell, Mary.....	Humboldt
555. McGrath, Esther.....	Humboldt
556. Andrews, Maude E.....	Humboldt
557. Barker, Merle.....	Tehama
558. Brieger, Georgia.....	El Dorado
559. Curtis, Dwight W.....	Glenn
560. Duncan, Vera.....	Modoc
561. Eglos, La Verne.....	Humboldt
562. Ess, Myrtle.....	Oregon
563. Farnsworth, Sybil.....	Oregon
564. Fleckenstein, Anna.....	Humboldt
565. Kasper, Emma.....	Modoc
566. Hewitt, Elizabeth.....	Oregon
567. Larson, Blenda.....	Humboldt
568. Sperlich, Martha Irene.....	Glenn
569. Vernon, Adelaide P.....	El Dorado
570. Wiley, Eleanor M.....	Humboldt
571. Armitage, Helen.....	Humboldt
572. Asay, William.....	Mariposa
573. Bohmanson, Greta.....	Humboldt
574. Bonta, Easter.....	Mendocino
575. Cunningham, Esther.....	Humboldt
576. Dubeault, Melina.....	Humboldt
577. Ess, Katherine.....	Oregon
578. Johnson, Minnie.....	Marin
579. Parker, Delia.....	Humboldt
580. Peterson, Elena.....	Humboldt
581. Smith, Alice.....	Humboldt
582. Ballard, Mrs. E. S.....	Humboldt

SATURDAY CLASSES.

Name	County
Marian Boehne.....	Humboldt
Campbell, Linda.....	Humboldt
Morrison, Helen.....	Humboldt
Forbes, Hazel.....	Humboldt
Graham, Sarah.....	Humboldt
Harmon, Brenda.....	Humboldt
Hill, Nova.....	Humboldt
Hitchings, Helen Frances.....	Humboldt
Johnson, Mary E.....	Humboldt

Name	County
Lawson, Anna.....	Humboldt
May, Georgia.....	Humboldt
Matthews, Jennie.....	Humboldt
Monroe, Blanche.....	Humboldt
Ross, Jessie.....	Humboldt
Slingsby, Nellie.....	Humboldt
Stauer, H. J.....	Humboldt
Stewart, Hugh B.....	Humboldt

CORRESPONDENCE STUDENTS.

Name	County
1. Brown, Phydella Elizabeth.....	Amador
2. Bruckner, Susanna May.....	Napa
3. Cleaves, Margaret Jane.....	Trinity
4. Cruz, Alexander A.....	San Joaquin
5. Davey, Edna Rutherford.....	El Dorado
6. Davies, Irven W.....	Humboldt
7. Davis, Myrl.....	Oregon
8. Deaver, Elizabeth.....	Sacramento
9. Deaver, Grover C.....	Sacramento
10. De Rose, Rena Whittaker.....	Sonoma
11. Erro, Louise MacIntyre.....	Santa Barbara
12. Forrester, Gertrude A.....	Shasta
13. Geney, August.....	Siskiyou
14. Hackmann, Minnie.....	Tulare
15. Hall, Mabel Morrow.....	Oregon
16. Hawk, Mina.....	Modoc
17. Hendrickson, Cecelia.....	Mendocino
18. Holm, Dorothea M.....	Napa

Name	County
19. Hickey, J. Berdenah.....	Oregon
20. Hoover, Verl Lucile.....	Oregon
21. Jennings, Lowell Joseph.....	Mendocino
22. Kasper, Emma.....	Modoc
23. Lenz, John L.....	Del Norte
24. Lonquist, Elsie Gladys.....	Shasta
25. MacArthur, Joy Lois.....	Napa
26. May, Georgia.....	Humboldt
27. McDonald, Idell Barbara.....	Trinity
28. Meyer, Gladys Rae.....	Trinity
29. Morrison, Helen Pearl.....	Humboldt
30. Pearson, Matilda Eleanor.....	Humboldt
31. Petty, Minnie Jocelyn.....	Humboldt
32. Silvia, J. Defray.....	Santa Barbara
33. Sperlich, Martha Irene.....	Glenn
34. Sweet, Anna Amelia.....	Humboldt
35. Tillman, Carrie S.....	El Dorado
36. Warren, Dora L.....	Mendocino

GRADUATES OF HUMBOLDT STATE NORMAL SCHOOL.

1. Baker, Susie Helen.
2. Acheson, Lucy.
3. Averell, Ana.
4. Baldwin, Nellie Gladys.
5. Brauer, May.
6. Bloemer, Grace.
7. Eklund, Elizabeth.
8. Fulwider, Katherine.
9. Gale, Alice Jane.
10. Gunn, Viola Irwin.
11. Johansen, Alma.
12. Heinbach, Orpha M.
13. Hill, Ruth.
14. Myers, Laura.
15. Sage, Rhea.
16. Bonniksen, Christine.
17. Carlson, Chester.
18. Conant, Zelma.
19. Graham, Leslie.
20. Gray, Loftus.
21. Greta, Eden R.
22. Pedrotti, Gertrude.
23. Pedrotti, Myrtle N.
24. Pehrson, Eleanor.
25. Salstrom, Sadie.
26. Anderson, Susie H.
27. Bush, Mildred E.
28. Carlson, Walter.
29. Davis, Gilbert J.
30. Douarin, Ida M.
31. Fraser, Miriam.
32. Gale, Mildred.
33. Hamann, Clara Camelia.
34. Haugh, Alice T.
35. Hepler, Mrs. E. Lorena.
36. Hinch, Vera I.
37. Horn, Mable.
38. Hughes, Winifred.
39. Hynding, Anna.
40. Jacobsen, Matilda.
41. Kermode, Agnes.
42. Knudsen, Ellen C.
43. Larson, Eugenia.
44. McIntosh, Etta.
45. Morrison, Deda.
46. Neuhaus, Irma.
47. Newell, Emma W.
48. Nordquist, Olga H.
49. O'Donnell, Eleanor.
50. Ohman, Ethel.
51. Parks, Lela.
52. Sapp, Ceva F.
53. Scott, Veronica.
54. Sherburne, Zaida.
55. Smith, Edith.
56. Tonini, Candina.
57. Woods, Henrietta.
58. Schneider, Marie Lenore.
59. Westdin, Theodore.
60. Acorne, Leona.
61. Acorn, Effie.
62. Holmes, Karen.
63. Crawford, Joe E.
64. Woodcock, Leighton.
65. Haw, Doris.
66. Hoover, Frank.
67. Malone, Leah F.
68. Morrell, Chester.
69. Asselstine, Dorothy.
70. Beckwith, Caroline.
71. Carroll, Katherine.
72. Coonan, Madeline.
73. Dunphy, Margaret.
74. Handelin, Stella.
75. Hansen, Agnes.
76. Hansen, Esther.
77. Hansson, Genevieve.
78. Hayes, Ruth.
79. Heckman, Herman.
80. Hill, Anna.
81. Hough, Esther.
82. Hughes, Rose.
83. Jones, Helen.
84. Jones, Irma.
85. Lanini, Mabel.
86. Lanini, Mary.
87. Lyster, Ruth.
88. Masterson, Mary.
89. McLean, Fannie.
90. Neall, Sidney F. N.
91. Peine, Esther.
92. Perrott, Nellie.
93. Preston, LaVerne.
94. Robb, Georgia.
95. Roberts, Hazel.
96. Roscoe, Agnes.
97. Rowley, Gladys.
98. Smith, Ethel.
99. Teal, Ella.
100. Turner, Jessie.
101. Wandling, Harry.
102. Wood, Leona.
103. Zimmerman, Lilly.
104. Hansen, Roberta.
105. Canty, Annie.
106. Dolson, Noelle B.
107. Ford, Anna.
108. Fulmor, Dorothy G.
109. Gale, Alma Josephine.
110. Greenwood, Dulcie.
111. McGruder, Helen.
112. Peterson, Esther O.
113. Phillips, Burke D.
114. Spencer, Peter L.
115. Lee, Helen J.
116. MacArthur, Joy Lois.
117. McCready, Lola.
118. Stewart, Hugh Byron.
119. Baldwin, Marian L.
120. Bryan, Verna.
121. Guernsey, Bethel.
122. Allard, Jessie Mabel.
123. Bruns, Marie.
124. Copsey, Veda L.
125. Foster, Elizabeth Kingston.
126. Heasman, Marie.

- | | |
|--------------------------------|---------------------------------|
| 127. Lima, Rose Madelaine. | 153. Patton, Dewey Lee. |
| 128. Menzies, Winifred Bertha. | 154. Philips, Donald Reid. |
| 129. MacPherson, Maude. | 155. Robinson, Doris K. |
| 130. York, Juanita Eleanor. | 156. Spaulding, Benjamin Drury. |
| 131. Atwell, H. Florence. | 157. Swanson, Ruth M. |
| 132. Bond, Dorothy Dorrington. | 158. Turner, Marion Jean. |
| 133. Callahan, Mildred D. | 159. Canty, Mary Agnes. |
| 134. Carlson, Hildegard V. | 160. Cleland, Lucile. |
| 135. Coppini, Josephine M. | 161. Ford, Hattie Opal. |
| 136. Davis, Maude E. | 162. Hamilton, Ruth. |
| 137. Duprey, Emily Senevey. | 163. Hart, Anna Frances. |
| 138. Fallon, Eva Margaret. | 164. Mullin, Laura. |
| 139. Fallon, Pearl Marguerite. | 165. Whiting, Grace Verena. |
| 140. Fletcher, Hazel. | 166. Fehely, Vivian. |
| 141. Garland, Vesta Eleanor. | 167. York, Henrietta Murel. |
| 142. Gaynor, Alethe. | 168. Beer, Lottie. |
| 143. Graham, Mary E. G. | 169. Copeland, Zelda. |
| 144. Gray, Evelyn S. | 170. Damgaard, Rosella. |
| 145. Holzhauser, Selma C. | 171. Ess, Myrtle. |
| 146. Johnson, Sylvia. | 172. Ford, Elida. |
| 147. Knapp, Vida Clarissa. | 173. Foster, Clarissa Sydney. |
| 148. Knudsen, Hattie. | 174. Griffiths, Ella Juanita. |
| 149. Mahan, Raymond E. | 175. MacPherson, Mary. |
| 150. Matthews, Anabel. | 176. Meller, Margret |
| 151. McGlaughlin, Lola Alice. | 177. Reckart, Ardus. |
| 152. Parton, Mary Elizabeth. | 178. Renner, Mary. |

TEACHERS AND SCHOOLS IN GROUP SUPERVISED INTENSIVELY BY THE FACULTY MEMBERS OF HUMBOLDT STATE NORMAL SCHOOL.

Teacher.	District.	Teacher.	District.
1. Bonnicksen, Christine	Bay	24. Acorn, Effie	
2. Power, Emily	Blue Lake	25. Sweet, Anna	
3. Douarin, Ida M.		26. Swanson, Ruth	Jones Prairie
4. Baldwin, Nellie		27. Wrigley, Alice	
5. Anderson, Susie		28. Bryard, Audrey	Korbel
6. Petty, Oliver	Bucksport	29. Ford, Anna	
7. Graham, Mary E. G.	Canal	30. Merkey, Verna M.	Little River
8. Hinch, Vera	Clark	31. Catliff, Mrs. Mollie W.	Loleta
9. Allard, Mabel	Cutten	32. Helgestad, Bernice	
10. Morris, Clara E.	Dows Prairie	33. Peterson, Anna	
11. Beckwith, Caroline	Elk River	34. Fulmor, Dorothy G.	Mitchell
12. Knapp, Vida	Essex	35. Coonan, Madeline	Rolph
13. Spain, Cecilia	Field	36. Hanson, Miss A. M.	Salmon Creek
14. McIntosh, Etta		37. Brown, Florence G.	Samoa
15. Hughes, Winifred	Fieldbrook	38. Merkey, Esther E.	
16. MacPherson, Maude		39. Canty, Annie	Table Bluff
17. Knudsen, Ellen	Freshwater	40. Menzies, Winifred B.	Trinidad
18. Asselstine, Dorothy		41. Matthews, Anabel	
19. Milotte, Elsa M.	Garfield	42. Sage, Rhea L.	Warren Creek
20. Gaynor, Alethe	Glendale	43. Morris, Emily	Washington
21. Morrison, Helen P.	Jacoby Creek	44. Bacon, Clara	Worthington
22. Gerkey, Ada		45. Hansen, Roberta	
23. Campbell, Linda G.	Janes	46. Parks, Lela	

COUNTIES WHOSE SCHOOLS ARE SUPERVISED BY THE RURAL SUPERVISOR OF HUMBOLDT STATE NORMAL SCHOOL.

Mendocino
Trinity
Del Norte

Lake
Sonoma
Colusa

Sacramento
Siskiyou
Modoc

HUMBOLDT STATE NORMAL SCHOOL.

Arcata, California

PRINCIPAL'S CERTIFICATION

I Hereby Certify, That-----
is known to me as a person of good moral character; was graduated from the-----

----- School-----19--

The certified credits were earned in the following schools: -----

----- This student attended

-----School for-----months immediately preceding graduation; and brought to us or completed with us the subjects specified below with standings as shown in column 1, and number of years devoted to each subject as shown in column 2. Use column 3 for recommendation mark.

Notice to Principals—A clear and definite interpretation of credit markings should be given in space below. Cancel all blank spaces. A year's work means two periods each day in preparation and recitation devoted to a subject.

Subject with Units of Credit			1	2	3	Subject with Units of Credit			1	2	3
1	English, elem.	2				13b	English History	1			
2	Plane Geometry	1				14a	English, adv.	1			
3	Algebra, elem.	1				14b	English, adv.	1			
4a	Inter. Math.: }	1 or $\frac{1}{2}$				15a ²	French, elem.	2			
4b	Alg. Theory }					15a ¹	1 yr. 15a ²	1			
5	Inter. Math.: }	$\frac{1}{2}$				15a ³	French, inter.	1			
	Sol. Geom., etc. }					15a ⁴	French, adv.	1			
	Hist. and Gov. U.S.	1				15b ²	German, elem.	2			
6a	Cæsar	1				15b ¹	1 yr. 15b ²	1			
6b	Latin Comp., elem.	1				15b ³	German, inter.	1			
6ab ¹	1 yr. 6ab	1				15b ⁴	German, adv.	1			
7a	Cicero	$\frac{2}{3}$				15c ²	Spanish	2			
7b	Virgil	$\frac{2}{3}$				15c ¹	1 yr. 15c ²	1			
7c ¹	Latin Comp., adv.	$\frac{1}{2}$				16	Free-hand Draw.	1			
7c ²	Latin Comp., adv.	$\frac{1}{2}$				17	Geometrical Draw.	1			
8a	Gk. Gr. and Comp.	1				18a	Mech. Arts	$\frac{1}{2}$ to 3			
8b	Xenophon	1				18b	Applied Arts	$\frac{1}{2}$ to 2			
9a	Gk. Comp., adv.	$\frac{1}{2}$				18c	Sewing	$\frac{1}{2}$ to 1 $\frac{1}{2}$			
9b	Homer's Iliad	$\frac{1}{2}$				18d	Dom. Science	$\frac{1}{2}$ to 2			
10	Ancient History	1				19a	Dairying	$\frac{1}{2}$			
11	Physics	1				19b	Horticulture	$\frac{1}{2}$			
12a ¹	Syn. Proj. Geom.	1				20a	Econ. Geog.	$\frac{1}{2}$			
12a ²	Plane Trig.	$\frac{1}{2}$				20b	Com. & Ind. Hist.	1			
12a ³	Plane Anal. Geom.	$\frac{1}{2}$				20c	Bookkeeping	1			
12b	Chemistry	1				20d	Stn. & Ty'w'g	1 to 2			
12c	Botany	1				21	Music	1 to 3			
12d	Zoology	1									
12e	Phys. Geography	1									
12f	Physiology	1									
12g	General Science	1									
13a	Med. & Mod. Hist.	1									

Dated at-----191--

-----Principal's Signature

HUMBOLDT STATE NORMAL SCHOOL.

Arcata, California

APPLICATION FOR ADMISSION.

(To be filled out in applicant's own handwriting)

Name in full_____

Present P. O. address_____Phone_____

Name of family with whom living_____

Home address _____Phone_____

Date of birth_____Birthplace_____

Parent or guardian_____

School last attended_____

Name of Principal or President_____

High School graduate_____Date_____School_____State_____

High School student_____Fill in subjects taken and grades made on opposite page

Grammar School graduate_____Date of diploma_____School_____

Teacher_____No. years_____Date certificate_____Grade_____State_____

Specify other entrance conditions_____

When do you expect to enter?_____

What course? _____

I hereby declare that it is my purpose in entering the Humboldt State Normal School to fit myself for the profession of teaching, and that it is my intention to engage in teaching in the public schools of this state or in the state or territory where I reside.

Signed_____

Date of making application_____

UNIVERSITY OF ILLINOIS-URBANA



3 0112 110876643